DOCUMENT RESUME

ED 311 064 TM 013 887

AUTHOR Mangino, Evangelina; And Others
TITLE Annual Report on Student Achievement 1988-89. Austin Independent School District. Publication No. 88.35.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE Aug 89
NOTE 70p.
PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; *Achievement Tests; Annual Reports; *Criterion Referenced Tests; Elementary School Students; Elementary Secondary Education; High School Students; Local Norms; School Districts; Scores; *Standardized Tests; Testing Programs; *Test Results
IDENTIFIERS *Austin Independent School District TX; Iowa Tests of Basic Skills; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; Tests of Achievement and Proficiency; Texas Educational Assessment of Minimum Skills

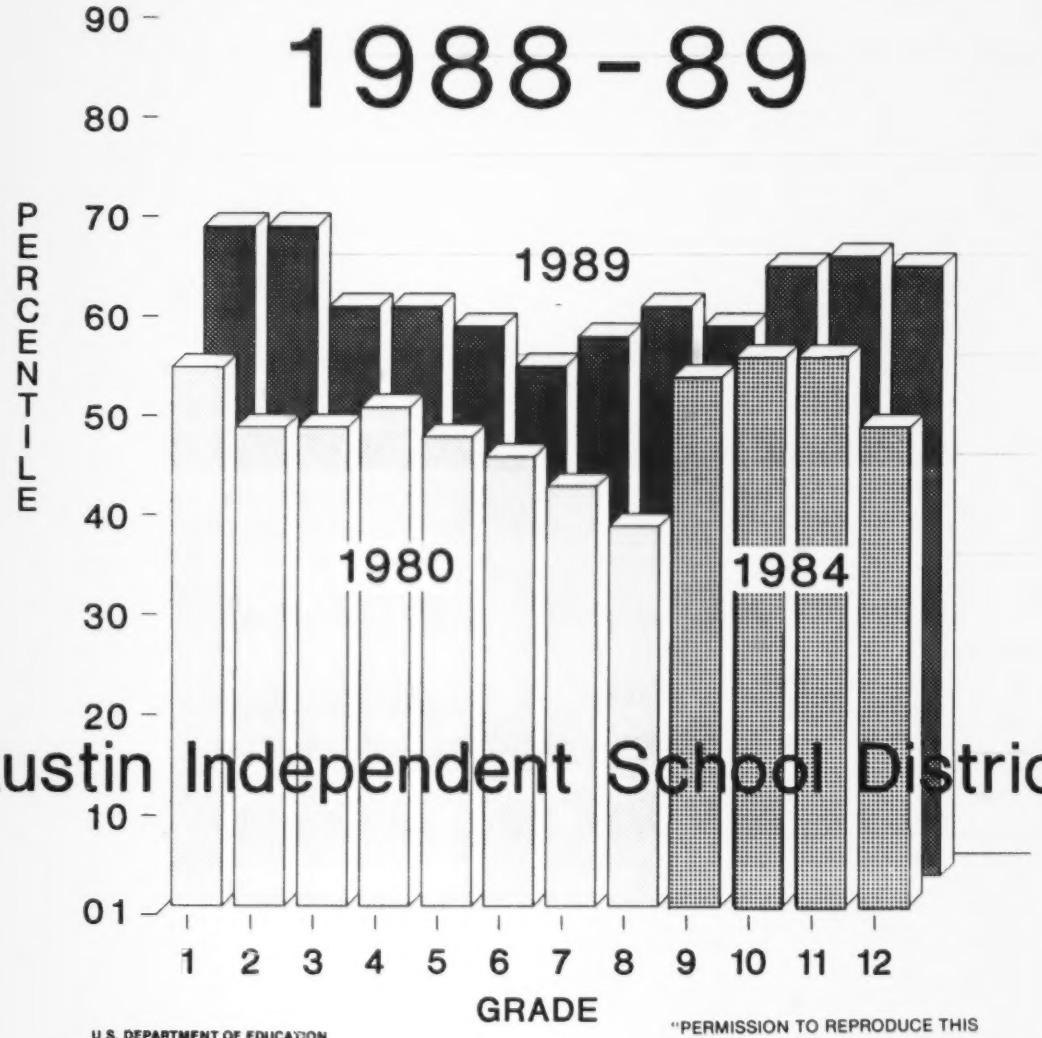
ABSTRACT

The academic achievement of students in the Austin (Texas) Independent School District (AISD) is reported using their scores on the Texas Educational Assessment of Minimum Skills (TEAMS), the Tests of Achievement and Proficiency (TAP), the Iowa Tests of Basic Skills (ITBS), the Preliminary Scholastic Aptitude Test (PSAT), and the Scholastic Aptitude Test (SAT). The TEAMS tests are criterion-referenced tests that measure a subset of the essential elements adopted by the State Board of Education. AISD students scored near state averages and above urban district averages on the TEAMS tests, and they continued to show an increase in the percentage of those demonstrating mastery of basic skills. Achievement levels on the TAP and ITBS increased, with Black and Hispanic students making the greatest gains. SAT scores for AISD seniors averaged above those of the state and the nation. The AISD had three times the number of Merit Scholarship semifinalists, determined by the PSAT, as was expected for a district its size. Twenty-one graphs and 12 tables give test results for the different tests. Nine attachments give tabulated information about the individual tests for grades 1 through 12. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED311064

Annual Report On Student Achievement 1988-89



Austin Independent School District

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Holley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM013887

BEST COPY AVAILABLE

KEY WORDS

NATIONAL AVERAGE:

Standard set by testing students across the nation.

The 50th percentile is the national average.

MEDIAN:

The middle score--half the scores are higher, half are lower.

PERCENTILE:

The percentage of students who scored lower.

The 50th percentile means 50% of the national norm group made a lower score.

GRADE EQUIVALENT:

The grade and month of school in which a score would be made by an average student. A year is divided into tenths; nine tenths for the nine months of instruction and one tenth for the three months of the summer. Example: 7.3 is the score made by an average student in the third month of grade seven.

COMPOSITE SCORE:

The combination of the scores of all the subtests.
It is only computed for students who took all the subtests.

****

ITBS AND TAP TEST ADMINISTERED IN AISD

Students in grades 1 and 2 took these Iowa Tests of Basic Skills (ITBS) sub tests: Word Analysis (letter and word sounds), Vocabulary, Reading Comprehension, Mathematics (Concepts, Problems, Computation), and Language Skills (Spelling).

Students in grades 3-8 took these ITBS tests: Vocabulary, Reading Comprehension, Language Skills (Spelling, Capitalization, Punctuation, Usage of Standard English), Work-Study Skills (Visual Materials--graphs, charts, etc.; Reference Materials--directions, etc.) and Mathematics (Concepts, Problems, Computation).

Students in grades 9-12 took these Tests of Achievement and Proficiency (TAP) sub tests: Mathematics, Reading Comprehension, Written Expression, Using Sources of Information, Social Studies, and Science.

****

REPORTING BY ETHNICITY

TEAMS scores are reported for Black, Hispanic, and White students using the format and scores provided by the Texas Education Agency. Results for Asian and American Indian students are presented in Attachment 3. Total scores include all five ethnicities.

ITBS and TAP scores are reported for Black, Hispanic, and Other students. Other students include all students who are not Black or Hispanic.

ANNUAL REPORT ON STUDENT ACHIEVEMENT 1988-89

EXECUTIVE SUMMARY

AUTHOR: Evangelina Mangino

Major Findings

1. AISD is an urban district whose students generally score above the national average on standardized achievement tests and continue to improve annually.
   a. In 1988-89, 66 out of 68 AISD average test scores were at or above the 50th percentile (the national average). (Page 19)
   b. In comparison with 1987-88, 75% of the District averages went up, 10% stayed the same, and 15% went down. (Page 18)
   c. Black and Hispanic student achievement continued the nine-year trend of improving at a faster rate than that of all other students on the ITBS, TAP, and TEAMS achievement tests. (Page 14)
2. AISD's high school graduates excel on college entrance examinations.
   a. AISD had 51 National Merit Scholarship semifinalists--three times the number that is average for a district this size. (Page 23)
   b. SAT scores for AISD seniors (931) averaged above those of the state (879) and the nation (904). (Page 25)
3. AISD students score near the state averages, above urban district averages, and continue to rise in the percentage who demonstrate mastery of minimum skills on the TEAMS.
   a. For the fourth year in a row, AISD students ranked number one among the eight urban districts on the Exit-Level TEAMS, which is required for graduation. (Page 2)
   b. Compared to 1987-88 TEAMS mastery percentages, 1988-89 percentages were higher in 16 areas, the same in 8, and lower in 7. (Page 1)
   c. AISD's ranks among the eight urban districts were higher in 4 areas, the same in 11, and lower in 2 compared to the previous year. (Page 2)
   d. In comparison to state averages, AISD's TEAMS mastery percentages are higher in 7 areas, the same in 1, and lower in 11. (Page 1)
   e. Out of 3,116 potential high school graduates, 99% (all except 24 students) passed both sections of the Exit-Level TEAMS. (Page 12)
   f. The lowest mastery percentage on any TEAMS test was 64% on the writing test at grade 9. On the written composition section of this test, 1,075 of AISD's grade 9 students failed to earn a passing score. These students are in the first class required to pass a written composition in order to graduate in 1992. (Page 9)

AISD ACHIEVEMENT AT A GLANCE

PERCENTAGE OF STUDENTS MASTERING THE TEAMS

	MATHEMATICS				READING*				WRITING				PASSED ALL			
GRADE	1986	1987	1988	1989	1986	1987	1988	1989	1986	1987	1988	1989	1986	1987	1988	1989
1	82	86	90	92	73	76	85	86	80	87	89	94	65	70	79	83
1S	NA	88	87	87	NA	86	82	86	NA	85	87	87	NA	75	77	76
3	77	84	92	93	73	79	86	87	61	71	78	80	51	62	72	73
3S	NA	86	94	90	NA	96	99	98	NA	95	99	98	NA	84	94	88
5	75	79	84	87	82	80	86	83	61	64	74	82	52	54	66	72
7	74	78	85	85	77	80	83	83	64	68	75	75	52	59	67	67
9	77	83	81	79	79	79	77	83	59	60	57	64	51	52	50	56
11	92	93	81	81	94	90	91	92	--	--	--	--	89	87	79	79

* - Exit-Level Language Arts
S - Spanish TEAMS
NA - Not applicable: Spanish tests for grades 1 and 3 were administered for the first time in 1987.

ITBS AND TAP PERCENTILES (1985 Norms)

	MATHEMATICS				READING				LANGUAGE				COMPOSITE			
GRADE	1986	1987	1988	1989	1986	1987	1988	1989	1986	1987	1988	1989	1986	1987	1988	1989
1	61	60	64	66	58	49	55	59	55	48	56	61	60	57	62	66
2	54	65	69	73	62	58	59	62	50	61	60	61	54	63	64	67
3	58	61	62	55	53	53	55	50	68	69	74	70	58	60	65	59
4	49	53	54	56	43	43	46	52	57	59	61	63	54	56	56	58
5	56	56	55	57	50	47	49	53	61	58	60	62	54	53	55	57
6	54	57	50	50	47	50	46	48	58	60	56	57	54	57	51	51
7	47	47	50	50	44	44	46	51	60	59	62	62	57	55	54	55
8	52	58	49	51	50	55	49	54	62	66	61	67	59	64	53	57
9	55	54	52	49	53	51	46	53	59	58	57	56	55	53	51	56
10	62	62	59	62	64	62	56	62	69	67	63	61	65	63	59	61
11	61	63	61	64	62	64	60	63	64	65	61	65	64	67	61	62
12	64	66	67	67	59	61	60	63	62	63	63	66	61	62	63	61

SAT SCORES

	VERBAL				MATHEMATICS			
	1985	1986	1987	1988	1985	1986	1987	1988
AISD	450	444	446	442	497	489	488	489
Texas	419	419	416	417	459	458	459	462
Nation	431	431	430	428	475	475	476	476

88.35

TABLE OF CONTENTS

Executive Summary

TEAMS

What is the Texas Educational Assessment of Minimum Skills? 1

How Did AISD Students Perform on the TEAMS? 1

How Did AISD Students Perform by Ethnicity on the 1988-89 TEAMS?. 5

How Did Ninth Graders Perform on the TEAMS Written Composition?. 9

How Did AISD Students Perform on the Spanish TEAMS?. 10

Exit-Level TEAMS. 11

How Many AISD Students Were Denied a Diploma Because They Did Not Pass the Exit-Level TEAMS? 12

TAP AND ITBS

What are the TAP and ITBS?. 13

ITBS and TAP Changes Over Time. 14

How Does AISD Student Achievement Compare to National Averages?. 19

How Did Minority Students Perform on the TAP and ITBS? 21

How Does Student Achievement Compare to Urban Averages? 22

SAT and PSAT

How Do AISD Students Compare to Others Taking College Admission Tests?. 23

OTHER INFORMATION

Attachments 26

Bibliography

TEAMS

WHAT IS THE TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)?

The TEAMS tests are criterion-referenced tests (CRT). A CRT is designed to measure a well-defined set of skills and reference the student's score to a mastery criterion for that set of skills. In the case of the TEAMS, the skills measured are a subset of the Essential Elements adopted by the State Board of Education.

A basic skills assessment program has been mandatory in Texas since 1980. This program was originally implemented through the Texas Assessment of Basic Skills (TABS). In 1985-86, the program expanded from testing grades 3, 5, and 9 to testing all odd-numbered grades. The TEAMS was designed to test students in mathematics, reading, and writing at grades 1, 3, 5, 7, and 9; and in mathematics and English language arts at grade 11 and at grade 12 for those students who did not demonstrate mastery of the TEAMS in grade 11. The test given to students in grades 11 and 12 is an exit-level examination that must be passed by students prior to receiving a Texas high school diploma.

HOW DID AISD STUDENTS PERFORM ON THE TEAMS?

Compared to ...	How many of AISD's 88-89 percentages across all grades and TEAMS tests were... Higher?	The Same?	Lower?
87-88 AISD Percentages	16	8	7
88-89 Big 8 Averages	22	0	1
88-89 State Averages	7	1	11

AISD's ranks among the Big 8 are shown in Figure 1. When AISD's 88-89 ranks are compared to the previous year's ranks, there are...

4 Higher
11 The Same
2 Lower

Percent mastery for AISD, the Big 8, and the state are shown in Figure 2 and Attachments 2, 3, and 4. Attachment 9 shows each school's 88-89 TEAMS mastery percentages by grade compared to 87-88.

FIGURE 1

AISD RANKS AMONG THE BIG EIGHT URBAN DISTRICTS
TEAMS 1986, 1987, 1988, AND 1989

GRADE	MATHEMATICS 86	87	88	89	READING* 86	87	88	89	WRITING 86	87	88	89
1	3	3	3	2	2	3	3	2	2	2	2	2
3	3	4	2	2	2	2	2	2	2	2	3	3
5	3	7	5	3	3	3	2	2	2	3	4	3
7	6	6	5	5	1	3	3	3	3	3	3	4
9	4	3	2	3	3	3	3	3	3	5	5	5
11 (Oct.)	1	1	1	1	1	1	1	1	-	-	-	-

Change in AISD
Ranks Among Big Eight

From First Year	From Last Year
5 Up	4 Up
7 Same	11 Same
5 Down	2 Down

*Grade 11: Language Arts

FIGURE 2

PERCENTAGE OF STUDENTS MASTERING THE 1988-89 TEAMS IN
AISD, THE BIG EIGHT URBAN DISTRICTS, AND TEXAS

GRADE	NUMBER TESTED IN AISD	PERCENTAGE OF STUDENTS MASTERING: MATHEMATICS AISD	B8	TX	READING* AISD	B8	TX	WRITING AISD	B8	TX	PASSED ALL AISD	B8	TX
1	5358	92	88	NA	86	79	NA	94	87	NA	83	73	NA
3	4734	93	88	92	87	79	86	80	71	79	73	64	72
5	4108	87	85	89	83	79	85	82	79	84	72	66	74
7	3820	85	86	91	83	80	86	75	74	79	67	65	72
9	4075	79	76	83	83	77	83	64	61	69	56	52	62
11 (Oct.)	2876	81	69	78	92	86	90	--	--	--	79	66	75

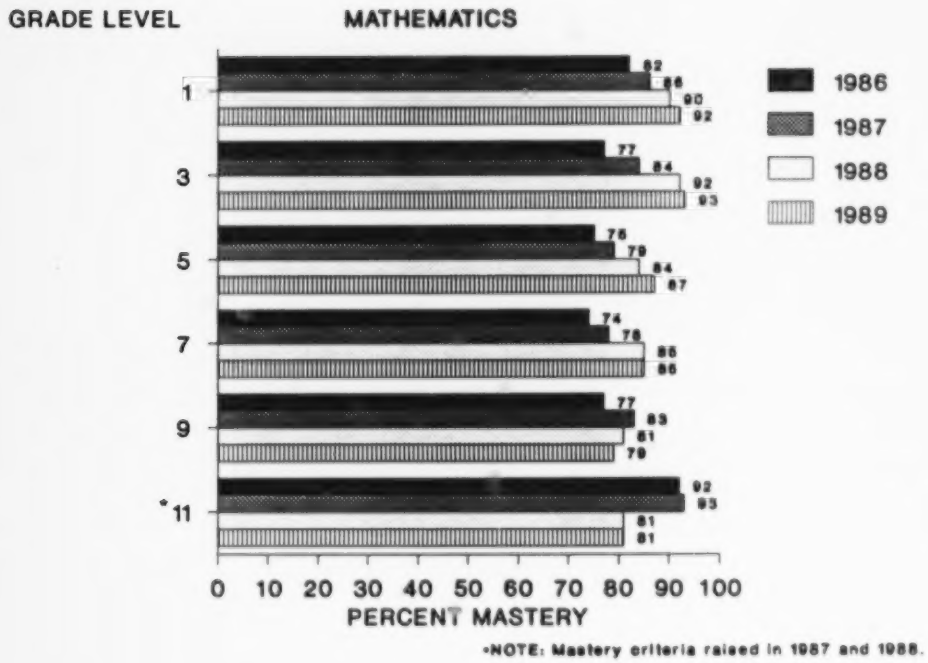
B8 = Urban Eight NA = Not Available *Grade 11: Language Arts

AISD 1989 Averages Compared to

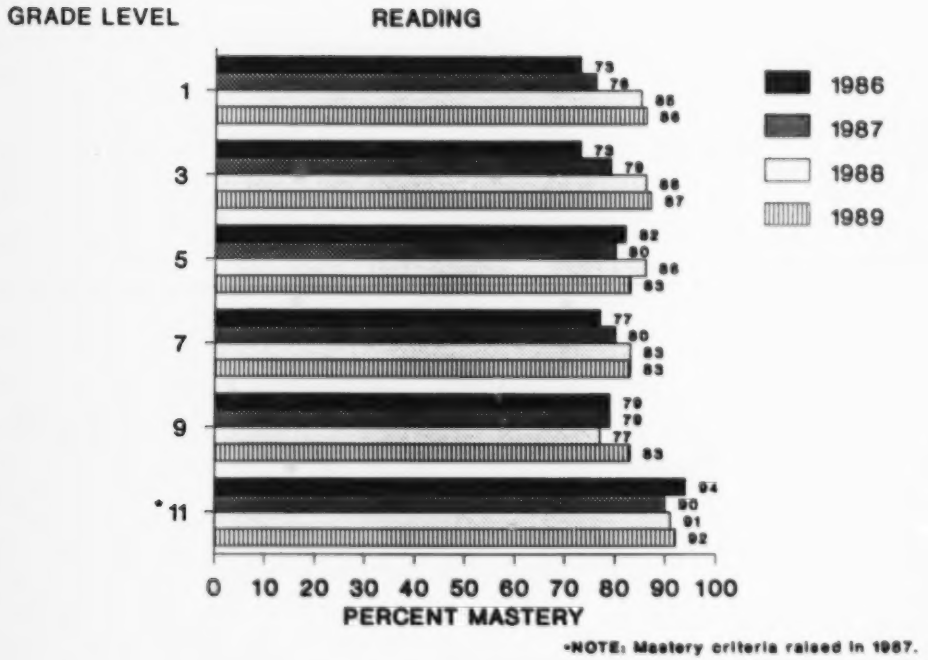
Big 8	State
22 Higher	7 Higher
0 Same	1 Same
1 Lower	11 Lower
	4 Not Available

8

FIGURE 3
TEAMS IN AISD 1986-1989

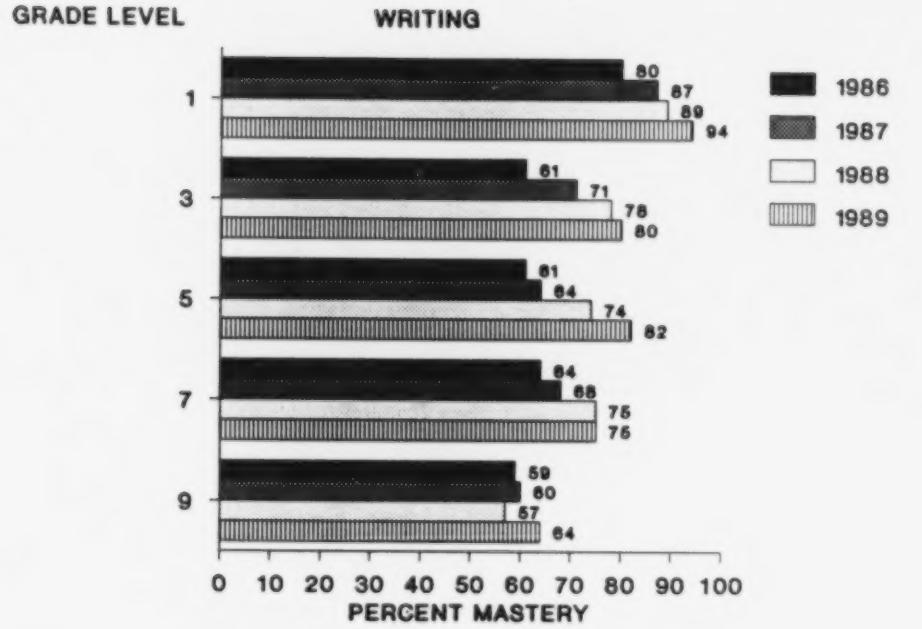


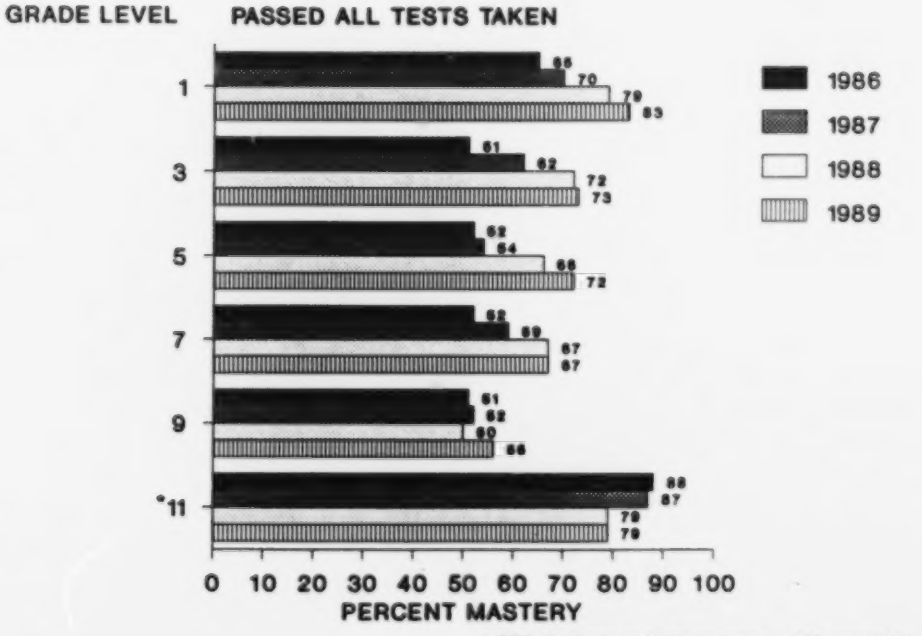
*NOTE: Mastery criteria raised in 1987 and 1988.



*NOTE: Mastery criteria raised in 1987.

FIGURE 3 (CONTINUED)
TEAMS IN AISD 1986-1989





*NOTE: Mastery criteria raised in 1987 and 1988.

HOW DID AISD STUDENTS PERFORM BY ETHNICITY* ON THE 1988-89 TEAMS?

The pattern of achievement among the ethnic groups that occurs on AISD's systemwide achievement tests (the Iowa Tests of Basic Skills - ITBS in grades 1-8 and the Tests of Achievement and Proficiency - TAP, grades 9-12) continues to be evident on the TEAMS at grades 3, 5, 7, 9, and 11. White students achieve higher than both minority groups, while Hispanic students perform better than Black students. At Grade 11 (Exit-Level) however, Black students outperformed Hispanic students in language arts. Figure 4 presents, by ethnicity, the percentage of students demonstrating mastery on the TEAMS in 1988-89. The same pattern is also followed across the state.

TEAMS Performance by Ethnicity

Black Students

Compared to...	Out of 17 comparisons**, how many percentages were... Higher?	The Same?	Lower?	
87-88 AISD Percentages	10	2	5	
88-89 State Averages	3	2	9	***
88-89 State Gains	7	4	3	

Hispanic Students

Compared to...	Out of 17 comparisons**, how many percentages were... Higher?	The Same?	Lower?	
87-88 AISD Percentages	9	3	5	
88-89 State Averages	6	2	6	***
88-89 State Gains	6	2	6	

White Students

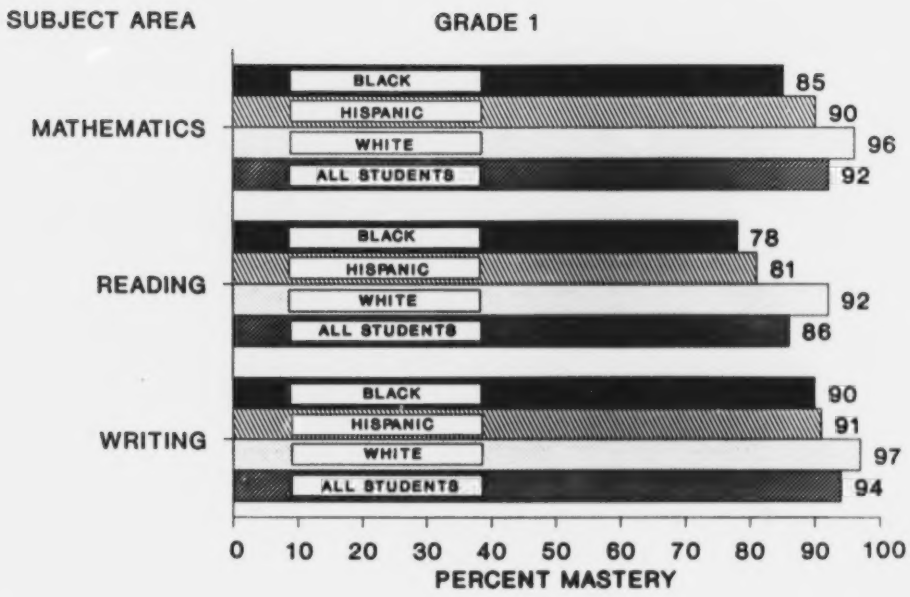
Compared to...	Out of 17 comparisons**, how many percentages were... Higher?	The Same?	Lower?	
87-88 AISD Percentages	11	4	2	
88-89 State Averages	6	4	4	***
88-89 State Gains	5	2	7	

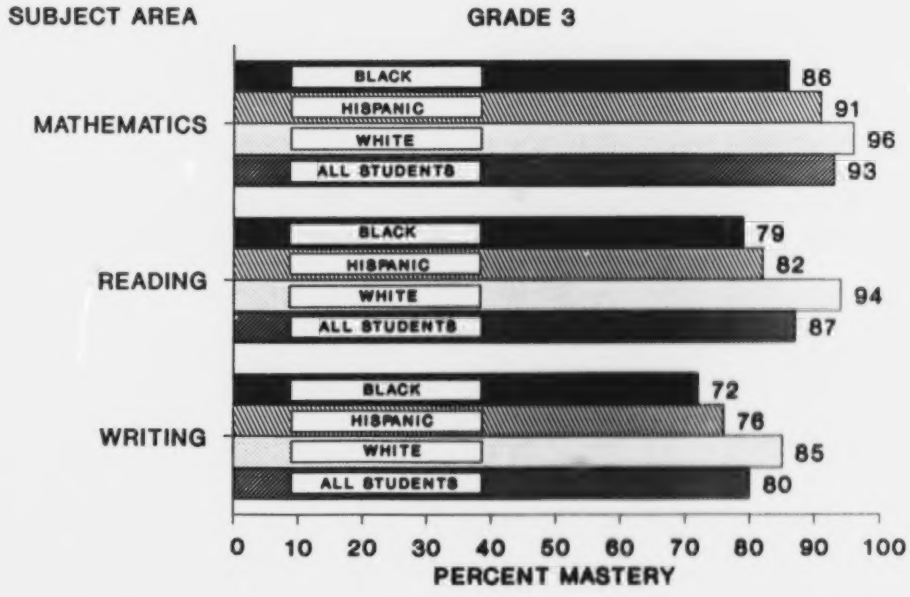
* See inside of front cover for definitions.

** The seventeen comparisons presented here include mathematics, reading, and writing at grades 1, 3, 5, 7, and 9, and mathematics and language arts at grade 11. Comparisons on Spanish TEAMS are presented on a separate section of this report.

*** State results for grade 1 were not available at the time of printing this report.

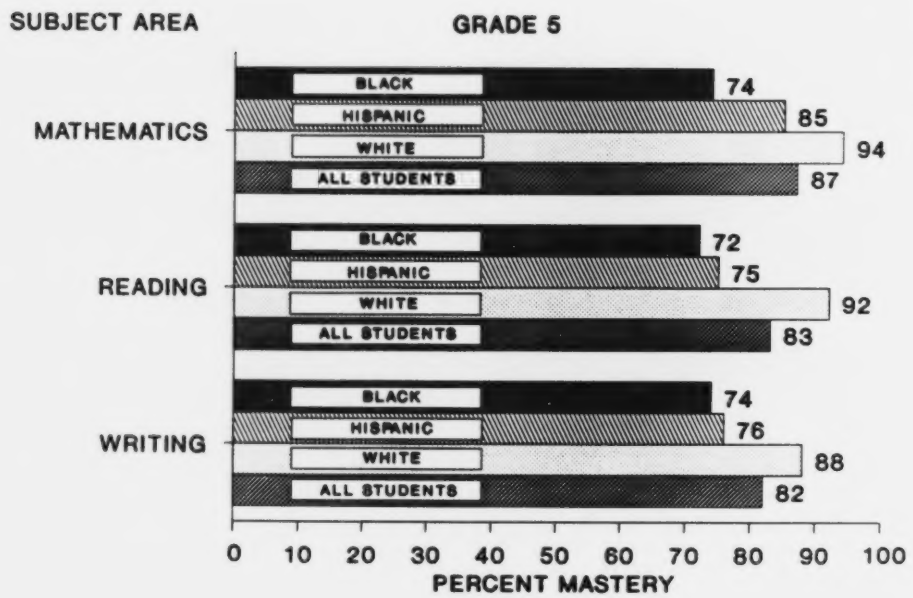
FIGURE 4
1989 TEAMS RESULTS BY ETHNICITY





88.35

FIGURE 4 (CONTINUED)
1989 TEAMS RESULTS BY ETHNICITY



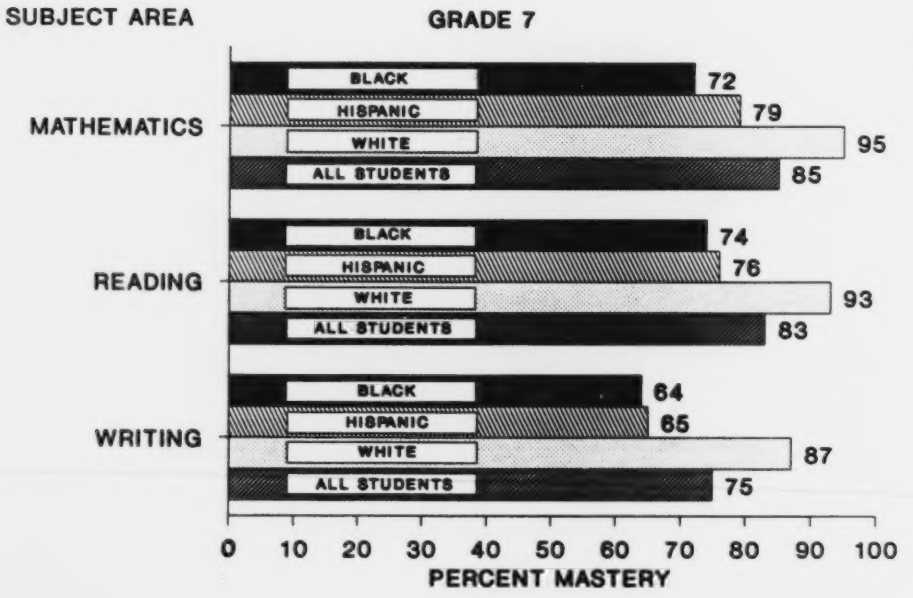
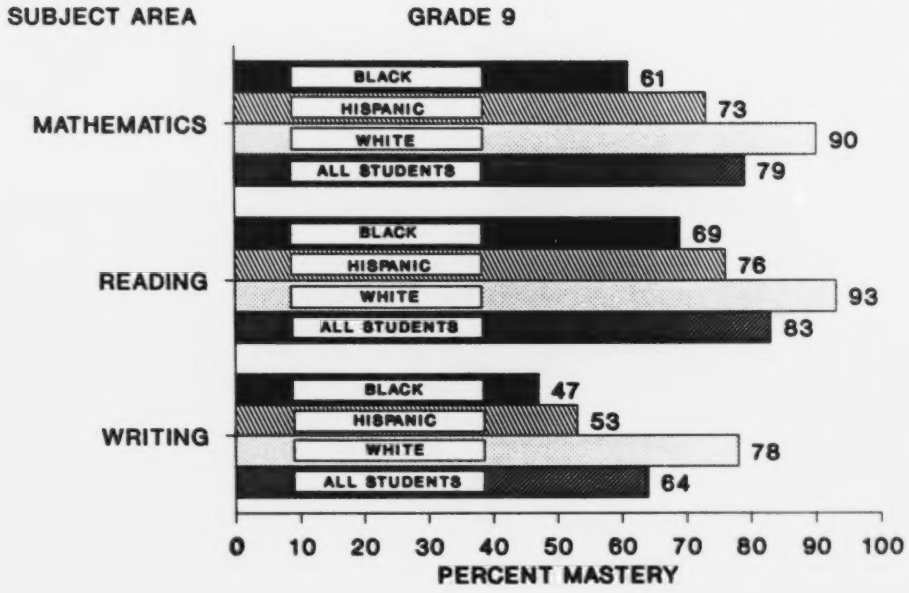
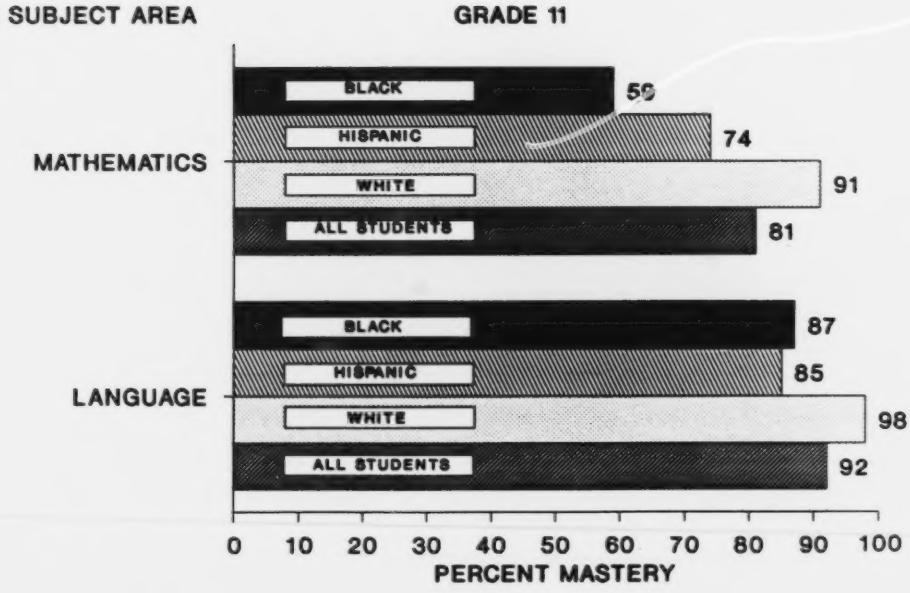


FIGURE 4 (CONTINUED)
1989 TEAMS RESULTS BY ETHNICITY





HOW DID NINTH GRADERS PERFORM ON THE TEAMS WRITTEN COMPOSITION?

This year's ninth-grade students will be the first group that will be required to pass a written composition section as part of the state-mandated graduation test that will begin in 1990-91.

At grade 9, 27% of the students failed the written composition which is part of the TEAMS writing test. On the TEAMS (grades 3, 5, 7, and 9) writing test, the written composition section must be passed in order to pass the total writing test. A student may obtain a perfect score on the multiple choice section of the test and fail the total writing test if the written composition score is "0" or "1." The written composition is scored using a focused holistic process developed by the Texas Education Agency. Each composition is assigned a score of "0" (low) to "4" (high). Passing scores are 2, 3, and 4. Compositions with failing scores are scored analytically to determine specific deficiencies.

According to the analytic scoring of this year's 1,075 AISD ninth graders who failed the writing sample:

- 972 (90.4%) lacked support and/or elaboration
- 155 (14.4%) used wrong purpose or mode
- 134 (12.5%) lacked organization or structure
- 48 (4.5%) lacked language control
- 23 (2.1%) wrote off topic
- 14 (1.3%) did not write anything

Note: A student's paper may be listed in more than one category.

HOW DID AISD STUDENTS PERFORM ON THE SPANISH TEAMS?

First- and third-grade Spanish-speaking, limited-English-proficient (LEP) students who were not tested in English took the Spanish version of the TEAMS test for the first time in 1988. Whether to test in English or Spanish was the decision of the student's Language Proficiency Assessment Committee. Because this test is different from the English version of the TEAMS, the two cannot be compared directly.

AISD's percent mastery on the Spanish TEAMS at first grade was higher than the percent mastery for the State.

FIGURE 5
PERCENTAGE OF STUDENTS MASTERING THE SPANISH TEAMS 1989

		PERCENTAGE OF STUDENTS MASTERING											
	NUMBER TESTED	MATHEMATICS			READING			WRITING			PASSED ALL		
GRADE	IN AISD	AISD	BB	TX	AISD	BB	TX	AISD	BB	TX	AISD	BB	TX
1	355	87	84	NA	86	77	NA	87	75	NA	76	66	NA
3	127	90	86	84	98	91	88	98	91	89	88	81	78

For more information on LEP student achievement, see Watching Limited-English Proficient (LEP) Students Grow: 1988-89, ORE Publication No. 88.39.

EXIT-LEVEL TEAMS

Students graduating in May, 1987 and thereafter must master both the mathematics and the language arts sections of the Exit-Level TEAMS before they graduate from a public high school in Texas. Students not mastering the Exit-Level TEAMS on the first attempt are required to retake the test as many times as necessary to demonstrate mastery. These students are strongly encouraged to participate in remedial education programs, offered in AISD, designed to prepare them to pass the test.

The results of the first four years of administering the Exit-Level TEAMS indicate that **AISD students pass the test at a higher rate than students in the other Big Eight urban districts and higher than in the State as a whole** (see Figure 6).

Comparisons of percent mastery for four years on the Exit-Level TEAMS must be made with caution because the criteria for mastering the two subtests were raised by the State Board of Education. The highest possible score on the mathematics and on the language arts test is 70. In 1985-86, the raw score needed for mastery was 36 in mathematics and 45 in language arts. In 1986-87, the scores needed for mastery increased to 39 and 50 out of 70 items respectively. In 1987-88 a score of 50 was needed for both sections.

In order to maintain a constant level of difficulty, in 1988-89, the criterion remained the same for language arts but changed to 48 for mathematics. This is reflected in a stable scaled score of 700 as the passing score which will remain constant for both subtests through the 1989-90 school year.

FIGURE 6

PERCENTAGES OF STUDENTS MASTERING MATHEMATICS AND LANGUAGE ARTS
FOR THE BIG EIGHT URBAN DISTRICTS
EXIT-LEVEL TEAMS, OCTOBER, 1985, 1986, 1987, AND 1988

	Mathematics % Mastery				Language Arts % Mastery				Both Areas % Mastery			
	1985	1986	1987	1988	1985	1986	1987	1988	1985	1986	1987	1988
Austin	92	93	81	81	94	90	91	92	89	87	79	79
Big 8 Average	85	86	68	70	89	84	85	87	80	79	65	67
Texas	88	89	75	78	91	87	89	90	84	83	72	75

AISD's rank among the Big 8 urban districts:

Mathematics	Language Arts	Both Areas
1	1	1

HOW MANY AISD STUDENTS WERE DENIED A DIPLOMA BECAUSE THEY DID NOT PASS THE EXIT-LEVEL TEAMS?

24 out of 3,116 potential graduates

In AISD, 3,116 students who were required to take the Exit-Level TEAMS completed all other requirements for graduation. Twenty-four of these students did not pass the Exit-Level TEAMS and were denied a diploma. Approximately 4% of the graduates were not required to pass the TEAMS because they were exempt (special education) or because they were seniors before the requirement came into effect.

Following is a profile of the 24 students who were denied a diploma because they did not master one or both of the sections of the Exit-Level TEAMS:

Age:	10 - 17-18 years old 11 - 19 years old 3 - 20-21 years old
Sex:	18 - females 6 - males
Ethnicity:	10 - Hispanics 9 - Black 3 - Asian 2 - White
English proficiency:	9 - Limited-English Proficient (LEP)
Number of attempts:	1 - 6 attempts 17 - 4 attempts 2 - 3 attempts 3 - 2 attempts 1 - 1 attempt
Continuous enrollment:	9 - 5 or more years 7 - 3-4 years 6 - 1-2 years 2 - 1 semester
Areas not mastered:	13 - Mathematics 9 - Language Arts 2 - Mathematics and Language Arts

WHAT ARE THE TAP AND ITBS?

The Tests of Achievement and Proficiency (TAP) and the Iowa Tests of Basic Skills (ITBS) are norm-referenced tests (NRT's). NRT's are designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRT's (e.g., percentiles and grade equivalents) compare a student's performance with that of a nationwide sample of students at the same grade. Definitions of these key words appear on the inside cover of this report.

Because there are changes from year to year in both student achievement and content of instruction emphasized nationally, test publishers periodically produce new tests and norms. In 1987, AISD began the process of changing to the 1985 editions of the ITBS and TAP by introducing the 1985 edition of the ITBS to grades K, 1, and 2. This year, the change was made for the rest of the grades (3-12).

Up to 1986, achievement results in AISD were reported in terms of 1982 norms. In 1987 and 1988, achievement in grades K, 1, and 2 was reported in terms of 1985 norms, and achievement in grades 3-12 was reported in terms of 1982 norms. **For this report, previous achievement has been converted to 1985 norms** through conversion tables provided by the test publishers. This conversion allows for direct comparisons of achievement from year to year using the same standards. Therefore, changes in achievement as presented in this publication have been adjusted to minimize changes attributable to differences in norming years.

ITBS AND TAP CHANGES OVER TIME

Longitudinal Trends

The ITBS has been administered districtwide in AISD for nine years, from 1979-80 to 1988-89. The TAP has been administered in AISD for five years, from 1983-84 to 1988-89. Achievement levels, as measured by the ITBS and TAP, have risen in the past nine years in grades 1-8 and in the past five years in grades 9-12.

Minority student achievement averages have risen at a substantially higher rate than nonminority student averages. While the achievement scores of nonminority students have increased, the achievement of both Black and Hispanic students has increased at a higher rate, thus narrowing the achievement gap between these groups of students. Figure 7 presents the gains in grade equivalents for the three groups.

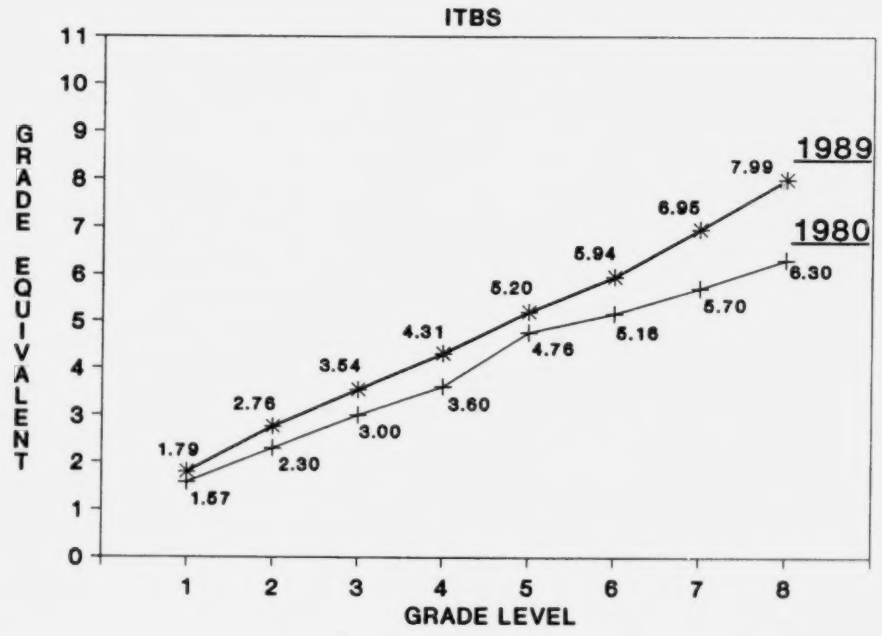
FIGURE 7
COMPOSITE SCORE CHANGES FROM 1980 TO 1989.
ITBS Grade Equivalent Gains in 1985 Norms.

Grade	Black	Hispanic	Other
1	0.22	0.21	0.31
2	0.46	0.70	0.46
3	0.54	0.44	0.43
4	0.71	0.48	0.27
5	0.44	0.57	0.52
6	0.78	0.67	0.39
7	1.25	1.12	0.43
8	1.68	1.52	0.74

COMPOSITE SCORE CHANGES FROM 1984 TO 1989.
TAP Grade Equivalent Gains in 1985 Norms.

Grade	Black	Hispanic	Other
9	0.58	0.93	0.20
10	1.34	1.66	0.86
11	1.95	1.45	1.21
12	2.28	2.16	1.78

FIGURE 8
COMPOSITE SCORE CHANGES OVER TIME: BLACK STUDENTS
GRADE EQUIVALENTS: 1985 NORMS



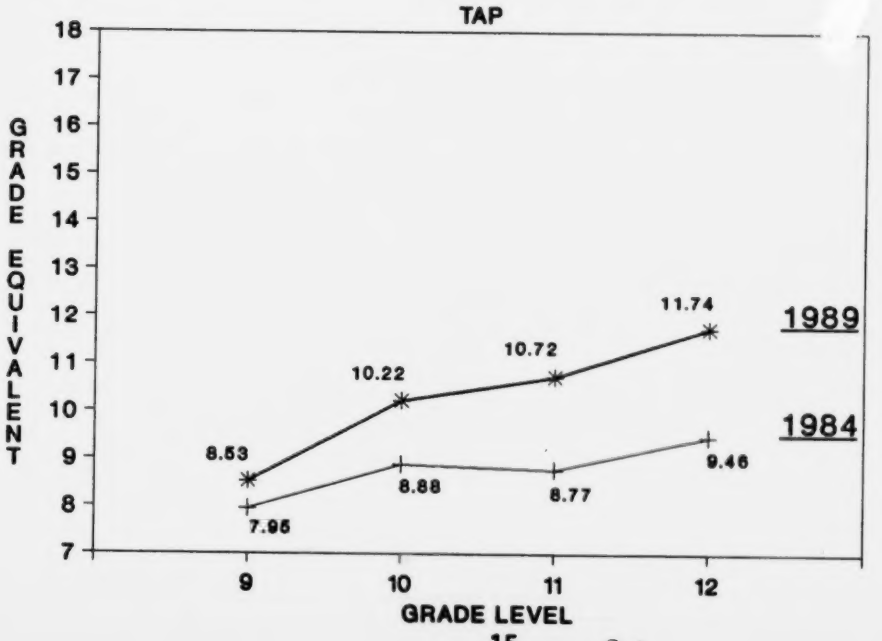
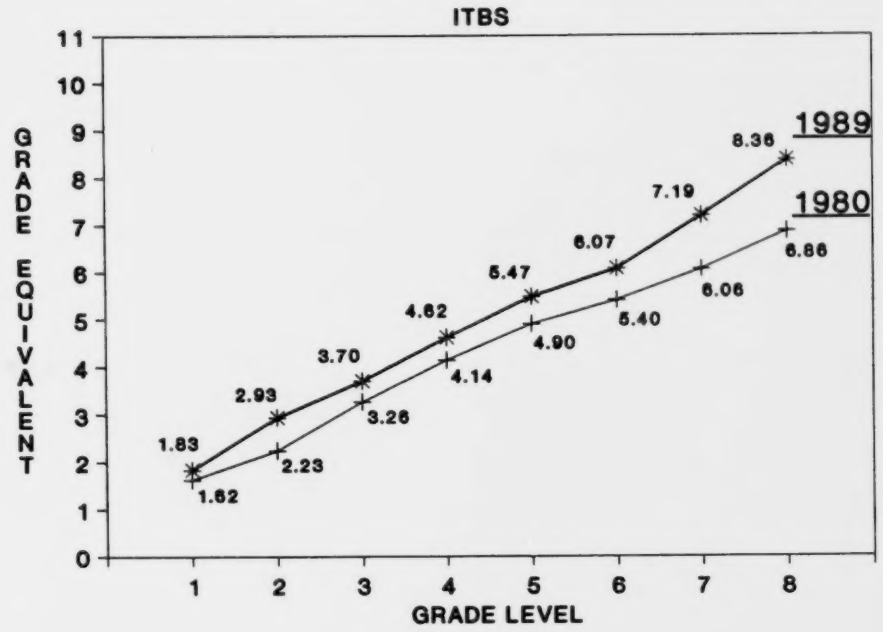


FIGURE 9
COMPOSITE SCORE CHANGES OVER TIME: HISPANIC STUDENTS
GRADE EQUIVALENTS: 1985 NORMS



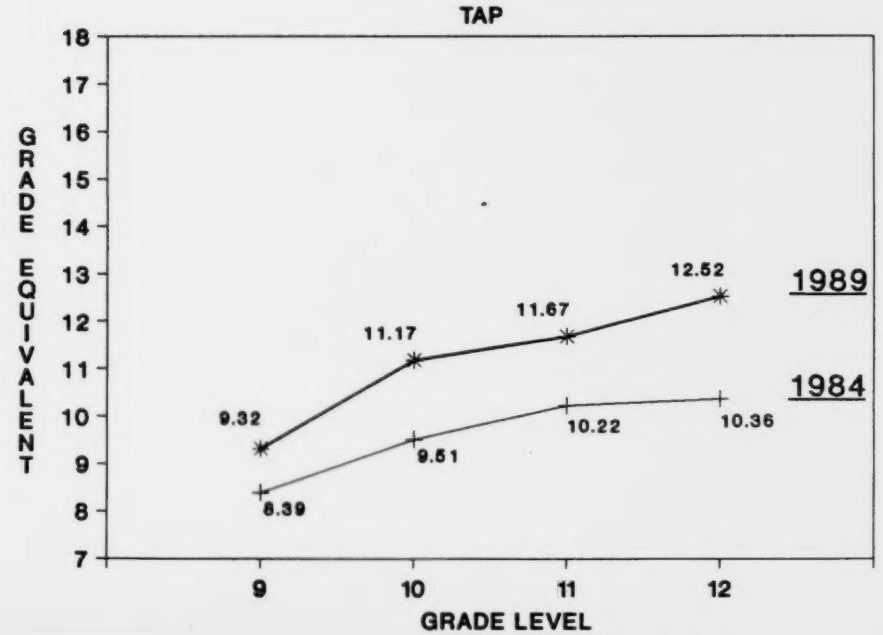
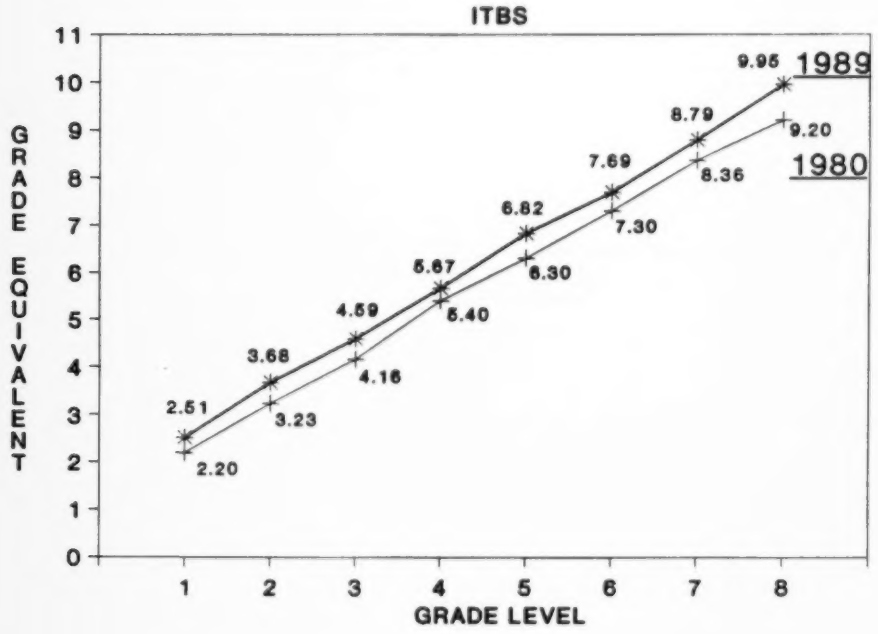
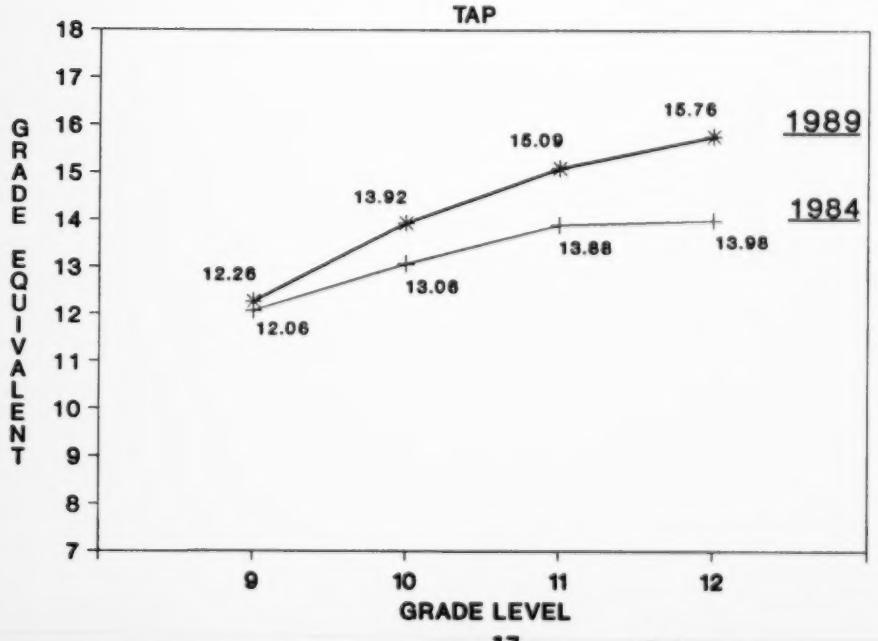


FIGURE 10
COMPOSITE SCORE CHANGES OVER TIME: OTHER STUDENTS
GRADE EQUIVALENTS: 1985 NORMS





Two-Year Trends

- Mathematics scores were up in seven grades (1, 2, 4, 5, 8, 10, and 11) and down in two grades (3 and 9). They remained the same at grades 6, 7, and 12.
- Reading scores increased in 11 grade levels (all except grade 3).
- Language scores were up in eight grades (1, 2, 4, 5, 6, 8, 11, and 12) and down in three grades (3, 9, and 10). They remained the same in grade 7.
- Word Analysis scores (administered in grades 1 and 2 only) were up in both grades 1 and 2.
- Work-Study Skills scores (administered in grades 3-8) were up in three grades (5, 7, and 8), down in one grade (3), and remained the same in two grades (4 and 6).
- Using Sources of Information scores (administered in grades 9-12) were up in all four grades.
- Social Studies scores were up in grades 9, 11, and 12. They remained the same in grade 10.
- Science scores were up in all four grades tested (9-12).

FIGURE 11
TWO-YEAR COMPARISONS FOR ALL TAP AND ITBS TESTS:
GRADES 1-12, 1988 TO 1989

	Number of TAP and ITBS Medians		
	Higher	The Same	Lower
Grades 1-5	19 (76%)	1 (4%)	5 (20%)
Grades 6-8	10 (67%)	4 (27%)	1 (6%)
Grades 9-12	22 (79%)	2 (7%)	4 (14%)
Black	52 (76%)	4 (6%)	12 (18%)
Hispanic	48 (71%)	2 (3%)	18 (26%)
Other	43 (63%)	8 (12%)	17 (25%)
All Students	51 (75%)	7 (10%)	10 (15%)

HOW DOES AISD STUDENT ACHIEVEMENT COMPARE TO NATIONAL AVERAGES?

- The areas of highest achievement (60th percentile or higher) for all students are:

  Grades 1-5:
  - Mathematics: grades 1 and 2
  - Reading: grade 2
  - Language: grades 1-5
  - Word Analysis: grades 1 and 2
  - Work-Study Skills: grade 5

  Grades 6-8:
  - Language: grades 7-8
  - Work-Study Skills: grade 8

  Grades 9-12:
  - Mathematics, Reading, Written Expression, and Science: grades 10, 11, and 12
  - Social Studies: grades 11 and 12

- The areas of lowest achievement (below 50th percentile) for all students are:

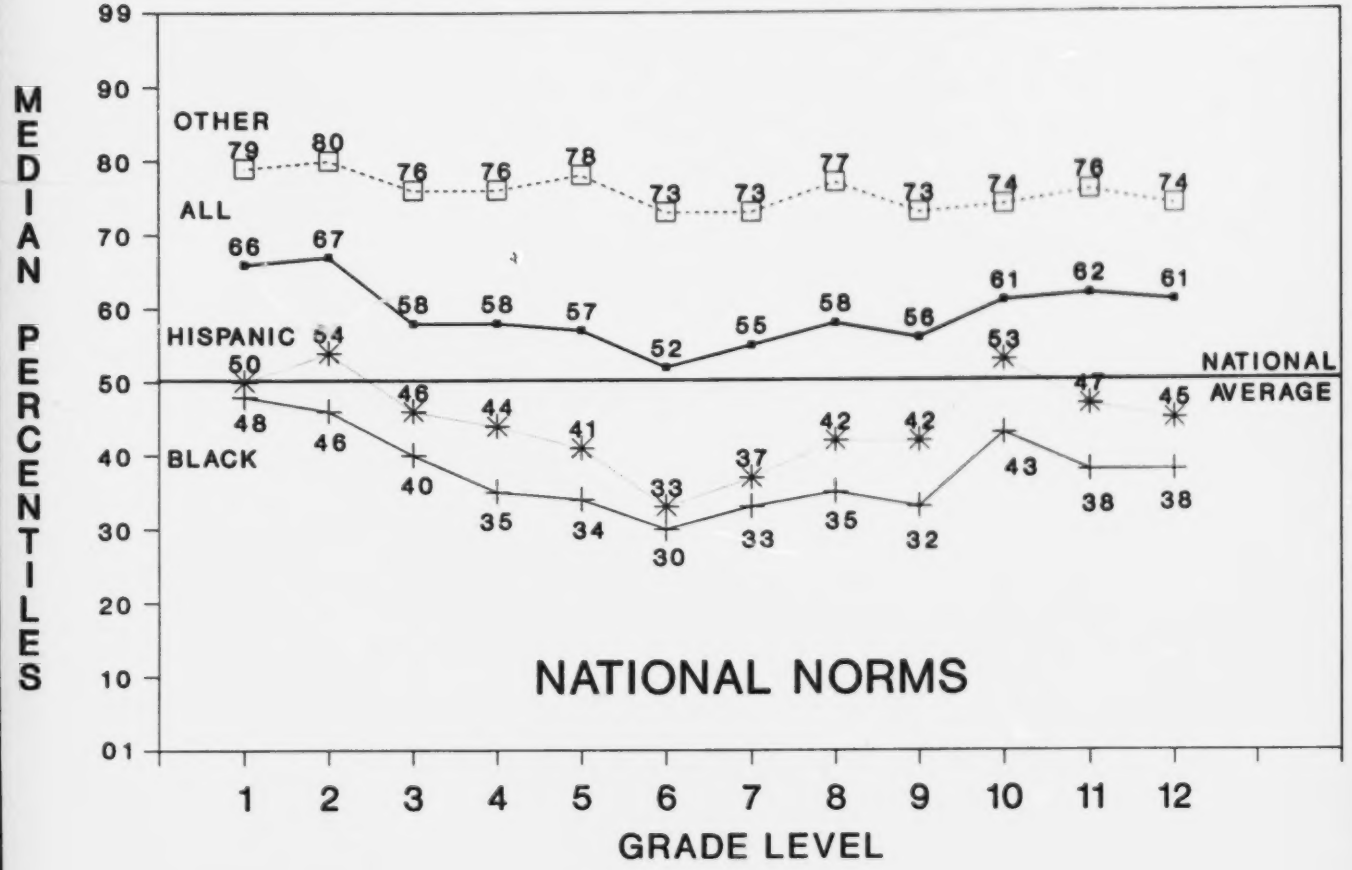
  Grades 6-8:
  - Mathematics: grade 7
  - Reading: grade 6

  Grades 9-12:
  - Mathematics: grade 9

Percentiles and grade equivalents for all test areas, grades, and ethnic groups are presented in Attachment 5 of this report. Composite scores based on national 1985 norms for grades 1-12 are also presented in Figure 12.

FIGURE 12

AISD MEDIAN PERCENTILES 1989
TAP AND ITBS
COMPOSITE SCORES, 1985 NORMS



HOW DID MINORITY STUDENTS PERFORM ON THE TAP AND ITBS?

Minority student achievement is below the AISD average at all grades and is generally below the national average (see Figure 12. However, some minority students score in the highest ranges of the ITBS and TAP, above the average for nonminority students in AISD.

- The areas of highest achievement for minority students are:
  - Spelling and Word Analysis in grades 1 and 2;
  - Language Skills in grades 3, 7, and 8;
  - Mathematics in grade 2.

- In general, Hispanic students have higher achievement levels than Black students (language skills in grades 1 and 2 are the only exceptions).

- Black student achievement is at or above the national average in Mathematics in grade 2; language in grades 1, 2, and 3; and Word Analysis in grade 1.

- Hispanic students scored at or above the national average in Mathematics in grades 1, 2, 11, and 12; language in grades 2, 3, 4, 8, 10, 11, and 12; Word Analysis in grades 1 and 2; Using Sources of Information in grades 10, 11, and 12; and Science in grade 10.

- Composite scores for Hispanic students in grades 1, 2, and 10 are above the national average.

- For Hispanic and Black students, Reading is the lowest achievement area in grades 1, 2, 3, 4, 5, and 6; Mathematics is the lowest achievement area in grades 7 and 8; Social Studies and Mathematics are the lowest achievement areas in grade 9; Reading and Social Studies are the lowest achievement areas in grade 10; and Science is the lowest achievement area in grades 11 and 12.

HOW DOES STUDENT ACHIEVEMENT COMPARE TO 1985 URBAN AVERAGES?

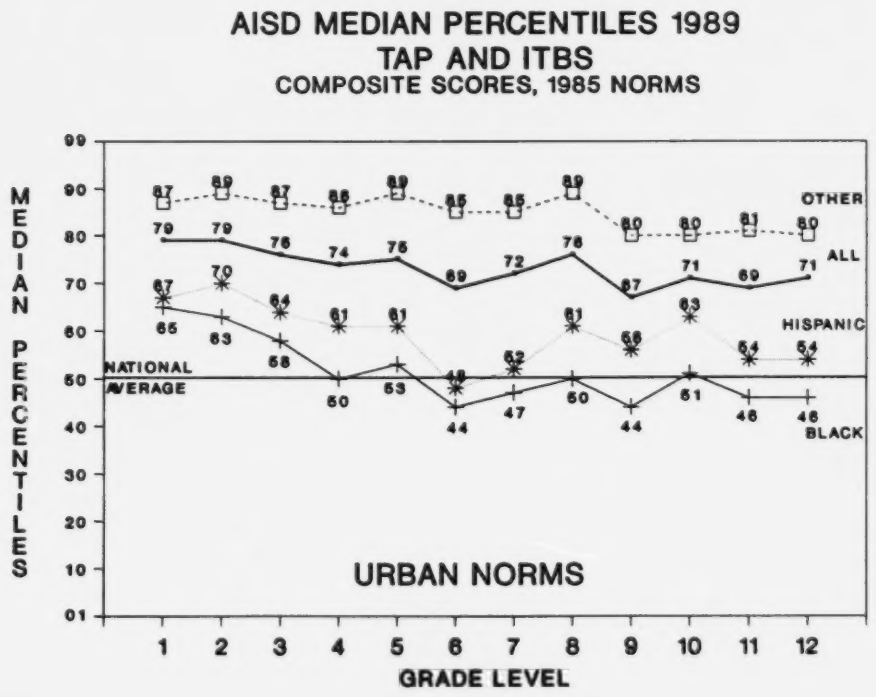
AISD achievement in grades 1-12 is well above the average for other urban districts in 68 out of 68 comparisons (see Figure 13 and Attachment 7).

Composite scores for Black students in grades 1-5, 8, and 10 were at or above the national average for all students in urban districts. Black students scored at or above the urban average in 32 out of 68 subtest comparisons.

Composite scores for Hispanic students in grades 1-5 and 7-12 were above the national urban averages. Hispanic students scored at or above the urban average in 63 out of 68 subtest comparisons.

Composite scores for Other students were higher than 80% of all students in urban districts nationwide at all grades. Other students scored at or above the 50th urban percentile in all 68 subtest comparisons.

FIGURE 13

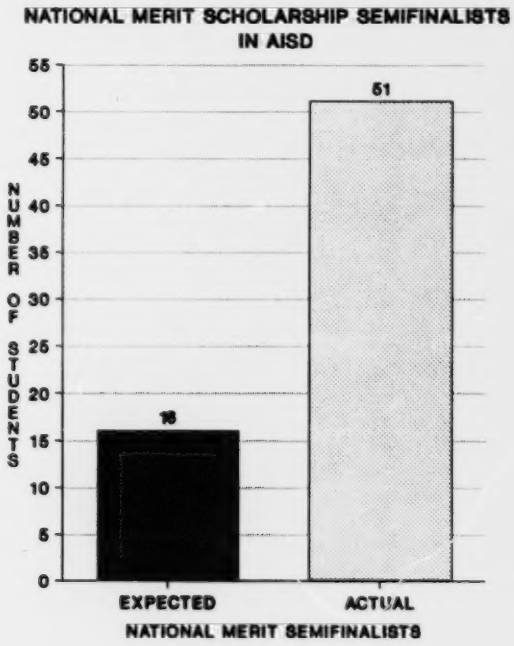


HOW DO AISD STUDENTS COMPARE TO OTHERS TAKING COLLEGE ADMISSION TESTS?

- AISD seniors who take the Scholastic Aptitude Test (SAT) score higher than do students nationwide and statewide.
- AISD had 44 National Merit Scholarship finalists in 1988. This represents three times the expected number for a district of this size.
- AISD had 51 National Merit Scholarship semifinalists in 1988. This represents three times the expected number for a district of this size (Figure 14).

Although a higher percentage of AISD's seniors generally take the Scholastic Aptitude Test (SAT) compared to seniors nationwide, AISD's average scores are higher than the national averages (see Figure 16 and Attachment 8).

FIGURE 14



The SAT mathematics scores of AISD students increased one point last year, while the national scores remained the same. In the mathematics section, AISD scored 13 points higher than the national average and 27 points higher than the state average. The verbal scores of AISD students decreased by four points, while the national scores decreased by two points. In the verbal section, AISD scored 14 points higher than the national average and 25 points higher than the state average.

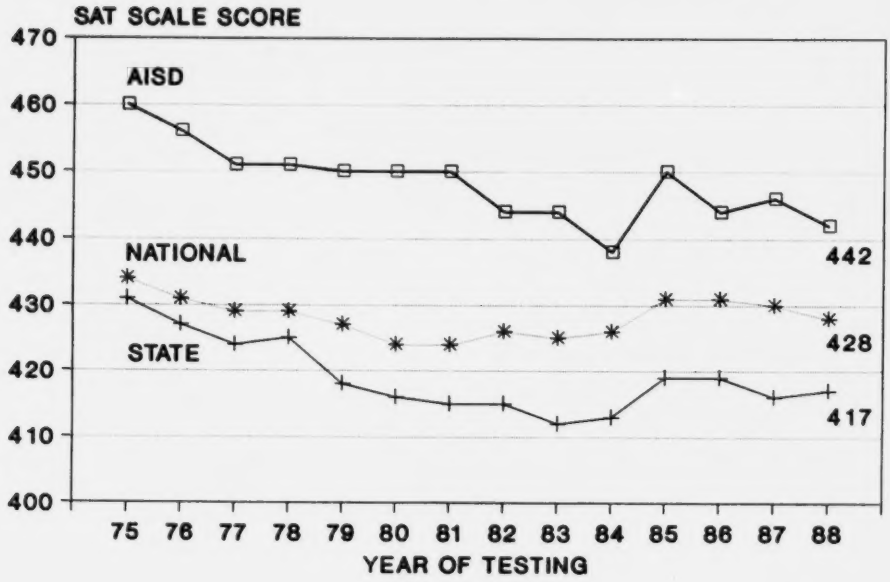
FIGURE 15
NUMBER OF AISD NATIONAL MERIT SCHOLARSHIP SEMIFINALISTS AND FINALISTS, 1980 TO 1989

	Year of Graduation									
	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Semi-finalists	49	49	35	53	40	50	28	51	48	51
Finalists	31	40	31	47	36	46	27	47	42	44

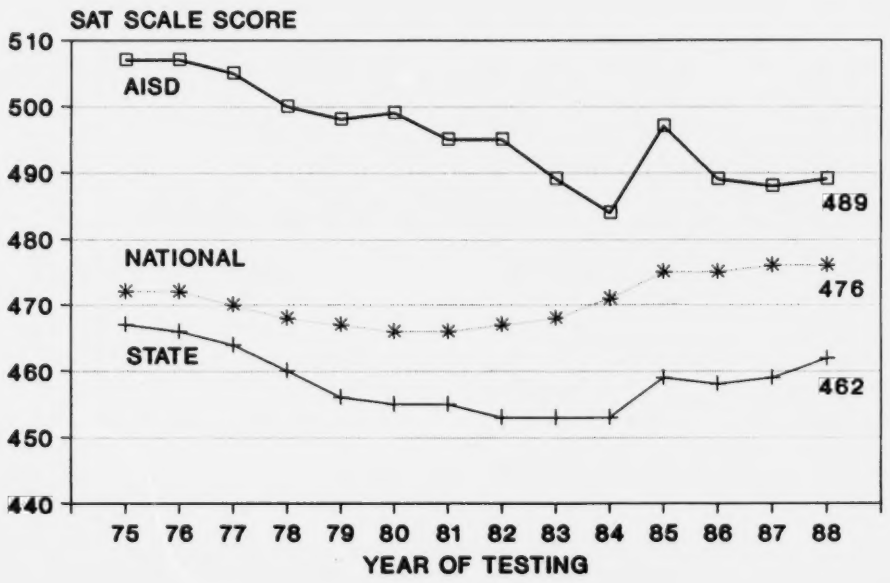
Each year, many AISD students take the National Merit Scholarship Qualifying Test, also known as the Preliminary Scholastic Aptitude Test, in their junior year. The numbers of National Merit Scholarship semifinalists and finalists for the past eight years are shown in Figure 17. Of the juniors tested in 1987-88, 51 became semifinalists and 44 became finalists. AISD's number of finalists is three times higher than the expected number. Using the national rate, a district the size of AISD would be expected to have about 16 semifinalists.

FIGURE 16
SCHOLASTIC APTITUDE TEST

VERBAL AVERAGES 1975-1988



MATHEMATICS AVERAGES 1975-1988



ATTACHMENTS

Attachment 1.	TEAMS, ITBS, and TAP technical information
Attachment 2.	Percentage of students mastering the TEAMS by ethnicity. AISD and Texas, 1986, 1987, 1988, and 1989.
Attachment 3.	Performance by Asian and American Indian Students
Attachment 4.	Percentage of students mastering the TEAMS objectives in 1985-86, 1986-87, 1987-88, and 1988-89 in AISD, Big 8, and Texas
Attachment 5.	ITBS and TAP median percentile and grade equivalent scores, by ethnicity using 1985 norms
Attachment 6.	Median percentiles, ITBS and TAP composite, students qualifying for a free or reduced-price meal (including sibling), compared to students not qualifying, 1988-89
Attachment 7.	ITBS and TAP median percentile scores urban norms, grades 1-12, by ethnicity, 1988-89
Attachment 8.	Performance of AISD students compared to Texas and the nation on the Scholastic Aptitude Test (SAT)
Attachment 9.	Campus summaries for TEAMS (grades 3, 5, 7, 9, and 11), ITBS (grades K-8), and TAP (grades 9-12).

TEAMS, ITBS, and TAP Technical Information

TEAMS Mastery Criteria

The State Board of education established the mastery criteria for the TEAMS tests. These criteria determined the minimum level of satisfactory performance for students at the grades tested. To master objectives measured with multiple-choice test items, students are required to answer correctly at least three of the four items assessing each objective.

In the subject area of writing, students are required to score a 2, 3, or 4 to obtain mastery of the written composition at Grades 3 (English version only), 5, 7, and 9. To pass the total writing test at those grade levels, students must master both the multiple-choice section and the written composition.

For Grades 1, 3, 5, 7, and 9 the minimum passing standard for mathematics, reading, and writing corresponds to a scaled score of 700. A perfect score corresponds to a scaled score of 999. In Grades 3 (English), 5, 7, and 9, students are required to write a composition in addition to answering multiple-choice items. The passing scaled score is achieved at these grades only if the student receives a score of 2, 3, or 4 on the written composition and has answered correctly a sufficient number of multiple-choice items.

The State Board established the exit-level passing standards to reflect concerns about phase-in time and adequacy-of-preparation. On tests administered during the initial year of the program (1985-86), students had to achieve a scaled score of 608 (raw score of 36) in mathematics and a scaled score of 670 (raw score of 45) in English language arts. After reviewing data from the 1985 administration, the State Board raised the exit-level passing standard for students who were first tested in the 1986-87 school year. To achieve mastery, junior class students taking the test for the first time were required to attain a scaled score of 629 (raw score of 39) in mathematics and a scaled score of 700 (raw score of 50) in English language arts.

A student who retakes one or both sections of the exit-level test is required to meet the passing standards that were in effect when the student first attempted the Exit-Level TEAMS test.

For first-time tested 11th grade students taking the TEAMS exit-level tests, the scaled score for mathematics ranges from a low score of 422 to a high score of 999. On the exit-level English language arts test, the scaled score ranges from a low of 539 to a high of 999.

The following table shows the number of items required to be answered correctly in order to attain a scaled score of 700.

GRADE	MATHEMATICS	READING	WRITING	
			MULTI-CHOICE	WRITTEN COMP.
1	25 of 32	22 of 36	9 of 16	--
1 Spanish	25 of 32	21 of 32	8 of 12	--
3	35 of 44	27 of 36	23 of 24	2 of 4
3 Spanish	31 of 44	18 of 36	13 of 28	--
5	26 of 44	24 of 36	20 of 24	2 of 4
7	25 of 44	25 of 40	17 of 24	2 of 4
9	27 of 44	29 of 44	20 of 24	2 of 4

*The criteria for passing the writing test includes the score for the written composition multiplied by six. The multiple choice score and the weighted score for the written composition are added to obtain a student's total writing score.

	MATHEMATICS		LANGUAGE ARTS	
FIRST YEAR TESTED	ITEMS TESTED	ITEMS REQ'D	ITEMS TESTED	ITEMS REQ'D
1985-86	72	36	72	45
1986-87	72	39	72	50
1987-88	72	50	72	50
1988-89	72	48*	72	50

*Although the items required for mastery after 1987-88 may fluctuate slightly from one administration to the next, they correspond to an anchored scaled score of 700. This allows for comparisons across administrations despite differences in difficulty of test items.

ITBS: Converting Scores in 1982 Norms to 1985 Norms

AISD administered the 1985 edition of the ITBS (grades 1-8) and TAP (grades 9-12) and scored it with 1985 norms. This was the third year of the 1985 edition at grades 1 and 2 and the first year for all other grades. Prior to administering the 1985 edition of the tests, AISD used the 1978 edition with 1982 norms.

Direct comparisons between ITBS scores based on 1982 and 1985 norms are not possible. In order to make comparisons, the scores must be converted to common norms. Conversions are obtained using tables provided by the Riverside Publishing Company which publishes the ITBS and TAP tests. The ITBS 1982-85 conversion tables have been provided to all elementary and Jr. high/middle school principals in AISD and are also available in the Office of Research and Evaluation.

TAP scores for the national norming sample remained stable from 1982 to 1989. No conversions are necessary for comparisons of TAP scores based on the 1982 and 1985 norms.

ITBS Complete Composite

Achievement Level* (PR)	Grades 1	2	3	4	5	6	7	8
	Expected Pupil PR: 1984-85 National Norms							
99	97	98	98	99	98	99	98	98
96	93	94	94	95	95	95	95	94
90	85	87	88	89	89	89	89	85
80	75	74	77	79	78	79	78	75
70	65	63	66	69	67	69	69	65
60	54	53	55	57	56	58	57	55
50	45	42	44	45	46	47	46	44
40	35	31	33	32	36	36	34	33
30	24	21	22	20	25	25	24	22
20	15	12	14	11	14	13	13	12
10	6	5	6	4	5	4	4	4
4	2	2	2	1	2	1	1	1
1	1	1	1	1	1	1	1	1

*Achievement Level PR Based on 1977-78 National Norms

	BLACK								HISPANIC								WHITE								ALL STUDENTS							
	AISD				TEXAS				AISD				TEXAS				AISD				TEXAS				AISD				TEXAS			
	86	87	88	89	86	87	88	89	86	87	88	89	86	87	88	89	86	87	88	89	86	87	88	89	86	87	88	89	86	87	88	89
GRADE 1																																
MATHEMATICS	68	77	84	85	71	76	81		80	83	85	90	80	85	87		88	92	95	96	87	92	94		82	86	90	92	83	87	90	
READING	58	63	80	78	61	70	78		65	67	78	81	66	71	79		77	87	92	92	79	86	91		73	76	85	86	73	79	86	
WRITING	67	78	85	90	70	78	80		76	83	84	91	75	81	83		82	93	95	97	85	91	93		80	87	89	94	80	86	88	
PASSED ALL	46	55	NA	73	NA	NA	NA		57	59	NA	78	NA	NA	NA	--	78	83	NA	90	NA	NA	NA		65	70	79	83	65	72	79	
GRADE 1 SPANISH																																
MATHEMATICS									--	88	87	87	--	85	88										--	88	87	87	--	85	88	
READING									--	86	82	86	--	79	82										--	86	82	86	--	79	82	
WRITING									--	85	87	87	--	77	82										--	85	87	87	--	77	82	
PASSED ALL									--	75	77	76	--	68	74										--	75	77	76	--	68	74	
GRADE 3																																
MATHEMATICS	58	68	83	86	66	75	83	85	70	81	90	91	71	82	88	89	84	93	96	96	88	92	95	96	77	84	92	93	80	86	91	92
READING	58	67	73	79	64	70	75	79	61	72	83	82	58	68	75	76	80	89	93	94	86	88	91	93	73	79	86	87	74	79	84	86
WRITING	49	54	66	72	49	60	69	71	50	64	74	76	48	62	69	70	69	82	85	85	69	80	83	86	61	71	78	80	60	71	76	79
PASSED ALL	34	40	55	62	37	48	57		39	54	66	67	38	50	59		68	77	82	82	64	74	78		51	62	72	73	52	63	69	72
GRADE 3 SPANISH																																
MATHEMATICS									--	86	94	90	--	79	84	84									--	86	94	90	--	79	84	84
READING									--	96	99	98	--	86	88	88									--	96	99	98	--	86	88	88
WRITING									--	95	99	98	--	86	90	90									--	95	99	98	--	86	90	89
PASSED ALL									--	84	94	88	--	72	78										--	84	94	88	--	72	78	
GRADE 5																																
MATHEMATICS	58	64	68	74	67	75	81	81	64	72	81	85	71	80	85	85	88	91	94	94	89	92	94	94	75	79	84	87	80	86	89	89
READING	71	68	75	72	76	75	81	77	72	70	80	75	72	74	80	76	93	91	95	92	92	91	94	93	82	80	86	83	83	83	88	85
WRITING	48	55	53	74	54	60	72	79	49	53	69	76	53	57	70	76	73	74	86	88	73	75	86	89	61	64	74	82	64	68	79	84
PASSED ALL	34	39	41	57	42	47	60		38	41	59	62	43	47	60		69	69	81	83	68	70	82		52	54	66	72	57	60	72	74
GRADE 7																																
MATHEMATICS	56	64	74	72	68	73	84	84	63	72	79	79	72	79	86	86	88	89	94	95	90	91	95	95	74	78	85	85	81	85	91	91
READING	64	71	74	74	67	74	78	78	66	72	76	76	65	76	80	79	90	91	92	93	89	91	93	92	77	80	83	83	78	84	87	86
WRITING	48	59	64	64	54	62	70	72	55	61	68	65	57	65	73	72	77	78	83	87	74	80	86	85	64	68	75	75	66	73	80	79
PASSED ALL	35	44	52	49	41	49	60		40	48	56	55	45	54	63		71	74	80	82	69	75	82		52	59	67	67	57	65	73	72
GRADE 9																																
MATHEMATICS	58	66	62	61	66	71	70	72	66	76	77	73	72	76	75	76	90	93	91	90	89	90	90	91	77	83	81	79	81	83	83	83
READING	62	62	61	69	66	66	64	72	70	68	70	76	69	70	69	74	90	90	89	93	90	88	88	92	79	79	77	83	80	80	79	83
WRITING	42	47	42	47	48	55	54	59	47	50	46	53	50	58	56	59	72	70	69	78	73	74	76	78	59	60	57	64	63	67	67	69
PASSED ALL	31	33	32	34	37	42	41		37	40	37	44	41	46	45		68	66	65	75	67	68	70		51	52	50	56	55	58	58	62
GRADE 11 (OCT)																																
MATHEMATICS	78	77	60	59	72	76	55	59	89	89	74	74	82	84	65	68	96	97	90	91	94	94	84	86	92	93	81	81	88	89	75	78
LANGUAGE ARTS	87	79	82	87	81	75	80	83	89	84	86	85	84	79	82	83	98	96	96	98	96	93	94	95	94	90	91	92	91	87	89	90
PASSED ALL	73	68	54	57	67	65	52	NA	83	80	70	70	75	72	60	NA	95	94	89	91	92	90	82	NA	89	87	79	79	84	83	72	75

*FOR ALL STUDENTS tested in 1985-86 at grades 3,5,7,9, and 11, percentage of students who PASSED ALL tests was reported by TEA as percentage passing all three tests. In all other instances PASSED ALL means percentage of students passing all tests taken.

ATTACHMENT 2. PERCENTAGE OF STUDENTS MASTERING THE TEAMS BY ETHNICITY. AISD and Texas, 1986, 1987, 1988, and 1989.

PERFORMANCE BY ASIAN AND AMERICAN INDIAN STUDENTS

GRADE 1

	MATHEMATICS		READING		WRITING	
	Percent Mastery	Number Tested	Percent Mastery	Number Tested	Percent Mastery	Number Tested
ASIAN	99	102	94	102	96	102
A. INDIAN	92	12	75	12	83	12

GRADE 3

	MATHEMATICS		READING		WRITING	
	Percent Mastery	Number Tested	Percent Mastery	Number Tested	Percent Mastery	Number Tested
ASIAN	96	112	92	112	88	112
A. INDIAN	100	13	100	13	77	13

GRADE 5

	MATHEMATICS		READING		WRITING	
	Percent Mastery	Number Tested	Percent Mastery	Number Tested	Percent Mastery	Number Tested
ASIAN	99	74	94	72	97	72
A. INDIAN	80	10	90	10	78	9

GRADE 7

	MATHEMATICS		READING		WRITING	
	Percent Mastery	Number Tested	Percent Mastery	Number Tested	Percent Mastery	Number Tested
ASIAN	95	64	89	65	88	64
A. INDIAN	86	7	86	7	57	7

GRADE 9

	MATHEMATICS		READING		WRITING	
	Percent Mastery	Number Tested	Percent Mastery	Number Tested	Percent Mastery	Number Tested
ASIAN	92	99	85	97	69	98
A. INDIAN	89	9	100	10	40	10

GRADE 11

	MATHEMATICS		LANGUAGE ARTS	
	Percent Mastery	Number Tested	Percent Mastery	Number Tested
ASIAN	92	77	73	79
A. INDIAN	86	7	100	6

TEAMS: BIG EIGHT COMPARISONS
GRADE 1

GRADE 1 OBJECTIVES	AUSTIN					BIG 8					TEXAS			
MATHEMATICS	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989 CHANGE
1. SEQUENCING OF NUMBERS	94	89	91	91	0	91	90	90			94	92	93	
2. PLACE VALUE	80	97	98	99	1	78	96	96			83	96	98	
3. NUMBER COMPARISON	88	85	87	86	-1	86	85	86			90	87	90	
4. ADDITION	91	89	92	92	0	89	89	89			90	90	91	
5. SUBTRACTION	89	94	94	94	0	86	93	91			87	93	93	
6. WORD PROBLEMS (+,-)	88	90	93	94	1	86	88	89			88	89	91	
7. MEASUREMENT	96	88	90	90	0	95	87	87			96	89	90	
8. GEOMETRIC SHAPES	86	97	99	96	-3	85	97	99			86	97	99	
TOTAL MATHEMATICS	82	86	90	92	2	79	85	86	88	2	83	87	90	
DIFFERENCE FROM BIG 8	3	1	4	4										
DIFFERENCE FROM STATE	-1	-1	0	92		-4	-2	-4	88					
SCALED SCORE	815	842	860	865	5	801	836	839			819	849	860	
READING														
1. MAIN IDEA	61	67	70	69	-1	55	67	65			60	69	71	
2. SIGHT RECOGNITION	87	87	88	90	2	83	86	85			86	89	88	
3. COMPOUND WORDS	92	94	95	93	-2	90	93	93			93	94	95	
4. CONTEXT CLUES	65	63	71	66	-5	59	63	66			63	67	71	
5. WORD STRUCTURE	80	82	88	90	2	76	79	81			79	82	86	
6. PHONICS	78	84	89	88	-1	72	81	83			77	85	90	
7. SPECIFIC DETAILS	78	77	85	82	-3	74	77	80			77	80	85	
8. SEQUENCING EVENTS	69	71	79	80	1	63	70	73			69	74	79	
9. PREDICTING OUTCOMES	62	64	66	68	2	57	64	62			62	68	67	
TOTAL READING	73	76	85	86	1	68	75	80	79	-1	73	79	86	
DIFFERENCE FROM BIG 8	3	1	4	7										
DIFFERENCE FROM STATE	-1	-1	0	86		-4	-2	-4	79					
SCALED SCORE	782	791	821	830	9	753	783	794			775	800	819	
WRITING														
1. CAPITALIZATION	83	87	89	88	-1	77	84	83			81	86	87	
2. PUNCTUATION	65	74	81	83	2	60	71	73			65	75	79	
3. SPELLING	91	93	94	95	1	87	89	89			89	91	93	
4. SUBJECT-VERB AGREEMENT	55	56	64	63	-1	48	56	53			54	59	62	
TOTAL WRITING	80	87	89	94	5	75	83	82	87	5	80	86	88	
DIFFERENCE FROM BIG 8	3	1	4	7										
DIFFERENCE FROM STATE	-1	-1	0	94		-4	-2	-4	87					
SCALED SCORE	807	829	856	868	12	776	814	815			798	827	845	
PASSED ALL	65	70	79	83	4	58	68	71	73	2	65	72	79	
DIFFERENCE FROM BIG 8	3	1	4	10										
DIFFERENCE FROM STATE	-1	-1	0			-4	-2	-4	73					

TEAMS: BIG EIGHT COMPARISONS
GRADE 3

GRADE 3 OBJECTIVES	AUSTIN					BIG 8					TEXAS				
MATHEMATICS	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989	CHANGE
1. ORDER WHOLE NUMBERS	83	91	93	94	1	78	82	88	89	1	84	91	92		
2. PLACE VALUE	90	94	96	96	0	86	86	94	94	0	90	94	96		
3. NUMBER PATTERNS	74	88	91	89	-2	75	81	88	86	-2	79	89	91		
4. EXPANDED NOTATION	85	93	93	95	2	84	84	90	93	3	88	93	93		
5. FRACTIONAL PARTS	95	98	99	98	-1	89	89	97	97	0	93	97	98		
6. ADDITION	89	92	93	93	0	89	86	92	90	-2	92	94	94		
7. SUBTRACTION	78	85	87	88	1	75	77	82	83	1	82	87	86		
8. WORD PROBLEMS (+)	92	95	95	94	-1	91	87	94	93	-1	92	95	95		
9. WORD PROBLEMS (-)	85	90	92	94	2	83	84	91	91	0	87	92	93		
10. MEASUREMENT UNITS	66	80	85	86	1	60	68	78	82	4	70	81	85		
11. PICTORIAL MODELS	83	90	93	98	5	75	80	89	97	8	80	89	92		
TOTAL MATHEMATICS	77	84	92	93	1	72	75	87	88	1	80	86	91	92	1
DIFFERENCE FROM BIG 8	3	1	4	5											
DIFFERENCE FROM STATE	-1	-1	0	1		-4	-2	-4	-4						
SCALED SCORE	754	822	848	848	0	725	748	823	824	1	754	827	847	848	1
READING															
1. MAIN IDEA	80	84	88	90	2	73	74	82	85	3	79	83	86		
2. SIGHT WORDS	84	91	93	94	1	77	77	86	88	2	82	87	90		
3. CONTEXT CLUES	78	82	85	83	-2	68	71	81	78	-3	75	80	84		
4. WORD STRUCTURE	57	60	70	71	1	46	47	63	63	0	58	60	70		
5. PHONICS	69	77	82	85	3	64	67	75	79	4	71	76	80		
6. SPECIFIC IDEAS	85	92	94	94	0	83	84	91	91	0	87	92	93		
7. SEQUENCING OF EVENTS	82	89	91	92	1	79	80	88	87	-1	85	89	91		
8. PREDICTING OUTCOMES	76	78	84	84	0	71	68	76	77	1	77	79	81		
9. TABLE OF CONTENTS	94	97	98	99	1	93	90	97	98	1	96	97	98		
TOTAL READING	73	79	86	87	1	65	68	78	79	1	74	79	84	86	2
DIFFERENCE FROM BIG 8	3	1	4	8											
DIFFERENCE FROM STATE	-1	-1	0	1		-4	-2	-4	-7						
SCALED SCORE	733	799	823	826	3	708	717	786	791	5	733	793	809	819	10
WRITING															
1. CAPITALIZATION	95	99	99	99	0	95	91	99	98	-1	97	99	99		
2. PUNCTUATION	72	85	88	88	0	68	75	83	84	1	74	85	87		
3. SPELLING	93	96	96	96	0	91	88	94	94	0	93	95	95		
4. USAGE	91	96	97	96	-1	88	88	94	92	-2	91	95	96		
5. SENTENCE STRUCTURE	85	89	92	92	0	82	80	88	89	1	87	88	90		
6. PROOFREADING	92	97	98	97	-1	90	89	96	95	-1	93	96	97		
7. COMPOSITION (2, 3, 4)	76	78	83	91	8	66	68	80	85	5	72	79	83		
TOTAL WRITING	61	71	78	80	2	52	60	72	71	-1	60	71	76	79	3
DIFFERENCE FROM BIG 8	3	1	4	9											
DIFFERENCE FROM STATE	-1	-1	0	1		-4	-2	-4	-8						
SCALED SCORE	700	755	770	766	-4	686	683	751	742	-9	700	751	765	766	1
PASSED ALL	51	62	72	73	1	41	50	62	64	2	50	63	69	72	3
DIFFERENCE FROM BIG 8	3	1	4	9											
DIFFERENCE FROM STATE	-1	-1	0	1		-4	-2	-4	-8						

TEAMS: BIG EIGHT COMPARISONS
GRADE 5

GRADE 5 OBJECTIVES	AUSTIN					BIG 8					TEXAS				
MATHEMATICS	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989	CHANGE
1. PLACE VALUE	84	85	85	78	-7	82	87	85	75	-10	84	89	87		
2. EQUIVALENT FRACTIONS	69	73	78	78	0	66	73	76	74	-2	70	77	80		
3. DECIMALS (+,-)	86	86	94	92	-2	85	88	96	91	-5	88	90	97		
4. MULTIPLICATION	81	81	84	88	4	81	85	85	87	2	86	88	89		
5. DIVISION	56	60	64	70	6	59	66	67	66	-1	65	70	72		
6. WORD PROBLEMS (+,-)	59	66	73	77	4	56	68	73	73	0	62	71	76		
7. WORD PROBLEMS (x,/)	67	66	72	73	1	65	70	73	70	-3	70	73	76		
8. WORD PROBLEMS (DEC.)	79	80	85	86	1	78	81	86	84	-2	83	85	88		
9. MEASUREMENT UNITS	60	65	71	70	-1	53	64	69	63	-6	63	71	75		
10. GRAPHS	62	67	78	81	3	60	69	77	77	0	65	72	81		
11. PICTORIAL MODELS	80	88	88	93	5	80	87	88	88	0	83	88	90		
TOTAL MATHEMATICS	75	79	84	87	3	74	82	86	85	-1	80	86	89	89	0
DIFFERENCE FROM BIG 8	3	1	4	2											
DIFFERENCE FROM STATE	-1	-1	0	-2		-4	-2	-4	-4						
SCALED SCORE	754	782	804	818	14	745	786	802	799	-3	763	803	819	821	2
READING															
1. MAIN IDEA	68	68	68	68	0	60	63	62	63	1	67	69	66		
2. CONTEXT CLUES	81	84	88	88	0	72	79	84	82	-2	78	83	87		
3. SPECIFIC DETAILS	78	75	83	82	-1	72	74	80	79	-1	78	79	85		
4. SEQUENCING OF EVENTS	62	63	68	71	3	55	58	63	65	2	62	64	70		
5. DRAWING CONCLUSIONS	67	64	72	69	-3	57	59	65	65	0	65	67	72		
6. FACT, OPINION	73	72	75	79	4	70	70	71	72	1	78	77	80		
7. CAUSE-AND-EFFECT	73	77	76	79	3	68	76	74	75	1	73	79	78		
8. PARTS OF A BOOK	82	85	87	89	2	82	86	88	89	1	86	88	91		
9. GRAPHIC SOURCES	84	84	94	94	0	80	83	93	91	-2	84	86	94		
TOTAL READING	82	80	86	83	-3	77	79	83	79	-4	83	83	88	85	-3
DIFFERENCE FROM BIG 8	3	1	4	4											
DIFFERENCE FROM STATE	-1	-1	0	-2		-4	-2	-4	-6						
SCALED SCORE	773	785	805	800	-5	750	771	786	777	-9	773	792	808	802	-6
WRITING															
1. CAPITALIZATION	87	91	96	98	2	86	91	96	97	1	89	92	97		
2. PUNCTUATION	82	84	87	89	2	79	86	86	87	1	82	86	88		
3. SPELLING	94	94	97	96	-1	92	94	97	96	-1	93	95	97		
4. CORRECT ENGLISH USAGE	86	88	90	93	3	82	87	87	89	2	86	89	90		
5. SENTENCE STRUCTURE	86	84	87	86	-1	84	85	86	84	-2	87	87	88		
6. PROOFREADING	76	87	88	88	0	75	85	87	86	-1	78	86	89		
7. COMPOSITION (2, 3, 4)	74	72	82	91	9	71	67	83	91	8	77	75	87		
TOTAL WRITING	61	64	74	82	8	57	59	74	79	5	64	68	79	84	5
DIFFERENCE FROM BIG 8	3	1	4	3											
DIFFERENCE FROM STATE	-1	-1	0	-2		-4	-2	-4	-5						
SCALED SCORE	713	737	771	778	7	708	732	775	768	-7	729	754	794	784	-10
PASSED ALL	52	54	66	72	6	47	50	64	66	2	55	60	72	74	2
DIFFERENCE FROM BIG 8	3	1	4	6											
DIFFERENCE FROM STATE	-1	-1	0	-2		-4	-2	-4	-8						

TEAMS: BIG EIGHT COMPARISONS
GRADE 7

GRADE 7 OBJECTIVES	AUSTIN					BIG 8					TEXAS				
MATHEMATICS	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989	CHANGE
1. EQUIVALENCIES	64	80	83	85	2	67	83	86	87	1	74	86	89		
2. FRACTIONS (+,-)	64	70	76	73	-3	63	70	73	69	-4	71	77	79		
3. DECIMALS (+,-,x)	54	57	67	61	-6	52	57	67	61	-6	64	67	75		
4. WORD PROBS (+,-,x,/)	67	67	69	67	-2	61	66	67	65	-2	69	71	72		
5. DEC WORD PROB (+,-,x)	62	67	69	67	-2	55	67	67	66	-1	65	73	73		
6. MEASUREMENT UNITS	63	69	78	77	-1	60	70	77	76	-1	67	74	81		
7. GEOMETRIC TERMS/FIGS	48	69	72	71	-1	51	70	76	74	-2	58	73	79		
8. PERIMETER OF POLYGONS	80	86	89	90	1	79	87	89	91	2	85	89	91		
9. CHARTS, GRAPHS	79	81	84	80	-4	76	82	85	80	-5	83	86	89		
10. PROBABILITY	66	72	78	81	3	62	73	78	81	3	68	75	82		
11. EQUATIONS	72	76	78	80	2	73	76	79	80	1	78	78	83		
TOTAL MATHEMATICS	74	78	85	85	0	73	80	87	86	-1	81	85	91	91	0
DIFFERENCE FROM BIG 8	3	1	4	-1											
DIFFERENCE FROM STATE	-1	-1	0	-6		-4	-2	-4	-5						
SCALED SCORE	748	792	816	818	2	730	790	810	814	4	768	808	831	835	4
READING															
1. MAIN IDEA	57	56	49	51	2	47	52	43	46	3	57	58	50		
2. CONTEXT CLUES	94	96	95	95	0	88	95	95	93	-2	93	96	97		
3. SPECIFIC DETAILS	74	75	71	73	2	68	72	66	68	2	76	78	73		
4. SEQUENCING OF EVENTS	58	55	63	55	-8	47	50	59	51	-8	56	56	66		
5. DRAWING CONCLUSIONS	57	57	52	62	10	46	50	44	53	9	57	59	53		
6. FACT, OPINION	58	48	44	47	3	42	47	41	42	1	50	52	49		
7. CAUSE-AND-EFFECT	69	70	71	77	6	60	66	68	74	6	69	72	74		
8. REFERENCE SOURCES	91	94	96	96	0	85	94	96	96	0	91	96	97		
9. GRAPHIC SOURCES	91	94	94	92	-2	87	94	94	91	-3	92	95	96		
10. PARTS OF A BOOK	84	88	90	91	1	77	86	88	89	1	84	90	92		
TOTAL READING	77	80	83	83	0	68	78	81	80	-1	78	84	87	86	-1
DIFFERENCE FROM BIG 8	3	1	4	3											
DIFFERENCE FROM STATE	-1	-1	0	-3		-4	-2	-4	-6						
SCALED SCORE	748	777	783	791	8	712	764	768	772	4	748	784	790	795	5
WRITING															
1. CAPITALIZATION	85	83	91	93	2	81	84	91	92	1	87	88	93		
2. PUNCTUATION	72	75	81	81	0	65	74	79	79	0	72	77	82		
3. SPELLING	82	80	82	81	-1	73	78	82	80	-2	77	79	82		
4. CORRECT ENGLISH USAGE	72	73	78	77	-1	62	68	70	72	2	72	74	76		
5. SENTENCE STRUCTURE	60	64	74	72	-2	55	62	69	69	0	63	70	77		
6. PROOFREADING	82	87	88	74	-14	76	87	88	72	-16	82	89	90		
7. COMPOSITION (2, 3, 4)	75	78	83	87	4	70	76	85	88	3	77	82	89		
TOTAL WRITING	64	68	75	75	0	57	66	74	74	0	66	73	80	79	-1
DIFFERENCE FROM BIG 8	3	1	4	1											
DIFFERENCE FROM STATE	-1	-1	0	-4		-4	-2	-4	-5						
SCALED SCORE	724	745	760	758	-2	688	739	752	756	4	724	757	770	772	2
PASSED ALL	52	59	67	67	0	45	56	65	65	0	57	65	73	72	-1
DIFFERENCE FROM BIG 8	3	1	4	2											
DIFFERENCE FROM STATE	-1	-1	0	-5		-4	-2	-4	-7						

TEAMS: BIG EIGHT COMPARISONS
GRADE 9

GRADE 9 OBJECTIVES	AUSTIN					BIG 8					TEXAS				
MATHEMATICS	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989	CHANGE	1986	1987	1988	1989	CHANGE
1. EQUIVALENCIES	65	73	76	75	-1	60	62	66	72	6	67	69	74		
2. FRACTIONS (+,-)	78	83	89	83	-6	72	73	80	76	-4	77	78	86		
3. DECIMALS (x,/)	90	90	92	87	-5	89	88	90	87	-3	92	90	93		
4. WORD PROBS (+,-,x,/)	77	84	85	85	0	72	80	82	82	0	78	84	86		
5. WORD PROB (R,P,%)	68	68	68	66	-2	63	60	61	58	-3	68	66	68		
6. PERS FINANCE PROBS	71	72	72	68	-4	66	67	67	65	-2	71	72	71		
7. WORD PROBS (MEASURE)	70	70	73	72	-1	65	65	67	68	1	71	71	73		
8. AREA (RECT/TRIANGLES)	60	67	66	54	-12	62	62	61	52	-9	66	67	67		
9. CHARTS, GRAPHS	55	72	72	76	4	52	63	66	73	7	55	68	72		
10. PROBABILITY	64	63	76	79	3	60	59	74	77	3	66	64	79		
11. FORMULAS	61	69	71	61	-10	67	69	70	64	-6	73	74	76		
TOTAL MATHEMATICS	77	83	81	79	-2	75	78	76	76	0	81	83	73	83	10
DIFFERENCE FROM BIG 8	3	1	4	3											
DIFFERENCE FROM STATE	-1	-1	0	-4		-4	-2	-4	-7						
SCALED SCORE	756	794	798	790	-8	748	768	774	772	-2	766	788	798	798	0
READING															
1. MAIN IDEA	72	75	74	75	1	66	68	70	68	-2	72	73	74		
2. MEANING OF WORDS	88	88	90	91	1	86	87	88	89	1	90	90	91		
3. SPECIFIC DETAILS	76	74	76	76	0	72	72	73	72	-1	77	78	78		
4. SEQUENCING OF EVENTS	75	69	68	71	3	70	64	65	66	1	76	69	70		
5. DRAWING CONCLUSIONS	77	76	76	74	-2	72	73	75	67	-8	78	77	79		
6. FACT, OPINION	53	57	51	69	18	49	49	47	64	17	55	55	54		
7. CAUSE-AND-EFFECT	70	69	69	70	1	62	63	63	63	0	69	69	70		
8. GENERALIZATIONS	90	89	88	84	-4	87	86	86	80	-6	90	89	90		
9. AUTHOR'S PT OF VIEW	67	71	71	77	6	62	66	66	69	3	68	70	71		
10. REFERENCE SOURCES	93	91	91	92	1	90	87	86	88	2	92	90	90		
11. GRAPHIC SOURCES	91	93	89	90	1	90	94	86	87	1	92	95	89		
TOTAL READING	79	79	77	83	6	74	74	72	77	5	80	80	79	83	4
DIFFERENCE FROM BIG 8	3	1	4	6											
DIFFERENCE FROM STATE	-1	-1	0	0		-4	-2	-4	-6						
SCALED SCORE	758	784	785	803	18	738	764	765	775	10	758	784	788	801	13
WRITING															
1. CAPITALIZATION	82	86	92	91	-1	83	86	90	90	0	86	88	92		
2. PUNCTUATION	80	82	81	79	-2	76	79	78	75	-3	80	81	81		
3. SPELLING	93	95	97	94	-3	92	94	95	92	-3	93	94	96		
4. CORRECT ENGLISH USAGE	81	87	89	87	-2	77	85	83	84	1	82	88	87		
5. SENTENCE STRUCTURE	93	94	96	94	-2	93	94	95	92	-3	95	96	97		
6. PROOFREADING	69	80	81	82	1	67	75	76	79	3	71	79	81		
7. COMPOSITION (2, 3, 4)	70	68	64	73	9	64	70	70	72	2	74	74	76		
TOTAL WRITING	59	60	57	64	7	53	61	58	61	3	63	67	67	69	2
DIFFERENCE FROM BIG 8	3	1	4	3											
DIFFERENCE FROM STATE	-1	-1	0	-5		-4	-2	-4	-8						
SCALED SCORE	700	723	712	733	21	689	725	716	727	11	715	743	742	752	10
PASSED ALL	51	52	50	56	6	43	50	48	52	4	53	58	58	62	4
DIFFERENCE FROM BIG 8	3	1	4	4											
DIFFERENCE FROM STATE	-1	-1	0	-6		-4	-2	-4	-10						

TEAMS: BIG EIGHT COMPARISONS
GRADE 11

GRADE 11 OBJECTIVES	AUSTIN					BIG 8					TEXAS				
MATHEMATICS	1985	1986	1987	1988	CHANGE	1985	1986	1987	1988	CHANGE	1985	1986	1987	1988	CHANGE
1. SEQUENCING OF NUMBERS	85	91	88	78		73	82	77		-77	78	87	84		
2. ROUNDING OF NUMBERS	77	82	85	75		69	73	79		-79	73	79	83		
3. EQUIVALENCIES	70	82	82	74		59	69	71		-71	65	75	77		
4. EXPONENTIAL/STANDARD	91	93	93	93		87	89	90		-90	88	90	91		
5. FRAC/MIXED NOS (+,-,x)	68	72	70	59		54	59	57		-57	57	61	61		
6. DECIMALS (+,-,x,/)	91	93	93	86		88	89	90		-90	90	91	92		
7. INTEGERS (+)	87	90	89	74		78	79	81		-81	82	83	85		
8. MULT OPERAT (+,-,x,/)	69	75	75	42		56	65	64		-64	62	69	70		
9. PROPORTION	69	74	76	49		55	61	63		-63	59	66	69		
10. PERCENT	73	79	79	75		61	68	66		-66	67	73	71		
11. MEASUREMENT UNITS	72	65	63	55		63	50	51		-51	67	56	59		
12. GEOMETRIC FORMULAS	64	76	83	80		50	70	77		-77	56	72	81		
13. GEOMETRIC PROPERTIES	85	67	67	47		76	54	53		-53	78	60	60		
14. AVERAGES	78	89	90	85		65	82	82		-82	71	84	85		
15. PROBABILITY	93	79	84	60		90	67	72		-72	92	72	78		
16. CHARTS, GRAPHS	72	97	97	95		63	96	95		-95	65	97	97		
17. FORMULAS	65	73	76	51		52	61	66		-66	58	66	71		
18. EQUATIONS	74	81	82	67		61	69	70		-70	65	73	74		
TOTAL MATHEMATICS	92	93	81	66	-15	85	86	68	69	1	88	89	75		-75
DIFFERENCE FROM BIG 8	3	1	4	-3											
DIFFERENCE FROM STATE	-1	-1	0	66		-4	-2	-4	69						
SCALED SCORE	746	791	796	728	-68	711	744	749		-749	726	760	769		-769
LANGUAGE ARTS															
1. MAIN IDEA	84	75	65	49		75	63	55		-55	79	68	59		
2. CONTEXT CLUES	95	98	97	90		90	96	95		-95	93	98	96		
3. WORD STRUCTURE	94	95	95	83		89	91	92		-92	91	92	93		
4. SPECIFIC DETAILS	95	98	99	95		92	97	98		-98	94	98	99		
5. SEQUENCING OF EVENTS	96	96	96	87		92	93	94		-94	94	95	95		
6. DRAWING CONCLUSIONS	78	78	74	55		68	69	67		-67	73	73	71		
7. FACT, OPINION	97	79	74	56		93	69	65		-65	95	73	70		
8. REFERENCE SOURCES ID	96	98	94	91		92	95	92		-92	94	96	94		
9. REFERENCE SOURCE USAGE	79	97	97	94		68	95	96		-96	74	96	96		
10. LITERARY ANALYSIS	94	94	94	82		90	91	90		-90	92	92	92		
11. CAPITALIZATION	76	87	84	75		71	81	79		-79	75	83	82		
12. PUNCTUATION	58	61	60	46		50	54	53		-53	55	59	57		
13. SPELLING	72	67	68	60		68	64	66		-66	67	63	66		
14. CORRECT ENGLISH USAGE	65	77	80	72		57	69	72		-72	60	71	75		
15. SENTENCE STRUCTURE	65	78	76	57		53	68	69		-69	59	73	75		
16. SENTENCE COMBINING	96	97	99	94		93	94	98		-98	95	96	99		
17. PROOFREADING	83	59	64	43		76	50	57		-57	80	54	62		
18. ORGANIZATION SKILLS	66	85	93	78		53	81	90		-90	57	83	92		
TOTAL LANGUAGE ARTS	94	90	91	72	-19	88	84	85	86	1	91	87	89		-89
DIFFERENCE FROM BIG 8	3	1	4	-14											
DIFFERENCE FROM STATE	-1	-1	0	72		-4	-2	-4	86						
SCALED SCORE	774	803	798	746	-52	746	775	775		-775	757	785	785		-785
PASSED ALL					0				66	66					0
DIFFERENCE FROM BIG 8	3	1	4	-66											
DIFFERENCE FROM STATE	-1	-1	0	0		-4	-2	-4	66						

COMPOSITE SCORES (1985 NORMS)

GRADE	ETHNICITY	PERCENTILES 80	87	88	89	GRADE EQUIVALENTS 89
1	BLACK	38	41	46	48	1.79
	HISPANIC	40	43	47	50	1.83
	OTHER	67	74	78	79	2.51
	TOTAL	54	57	62	66	2.16
2	BLACK	28	41	44	46	2.76
	HISPANIC	26	51	54	54	2.93
	OTHER	65	78	79	80	3.68
	TOTAL	48	63	64	67	3.26
3	BLACK	22	40	44	40	3.54
	HISPANIC	28	48	54	46	3.70
	OTHER	65	75	80	76	4.59
	TOTAL	50	60	65	59	4.07
4	BLACK	16	32	33	35	4.31
	HISPANIC	31	41	43	45	4.62
	OTHER	69	75	76	75	5.67
	TOTAL	51	56	56	58	5.04
5	BLACK	24	33	34	35	5.20
	HISPANIC	27	41	41	42	5.47
	OTHER	64	70	74	76	6.82
	TOTAL	48	53	55	57	6.02
6	BLACK	14	32	30	31	5.94
	HISPANIC	20	43	36	33	6.07
	OTHER	63	73	73	73	7.69
	TOTAL	45	57	51	51	6.81
7	BLACK	11	36	32	33	6.95
	HISPANIC	16	44	39	38	7.19
	OTHER	63	73	71	72	8.79
	TOTAL	42	55	54	55	7.96
8	BLACK	10	41	33	36	7.99
	HISPANIC	17	52	40	43	8.36
	OTHER	61	76	72	77	9.95
	TOTAL	39	64	53	57	9.05
	ETHNICITY	84	87	88	89	89
9	BLACK	26	32	31	33	8.53
	HISPANIC	31	38	38	42	9.32
	OTHER	70	72	69	73	12.26
	TOTAL	53	53	51	56	10.39
10	BLACK	27	37	35	43	10.22
	HISPANIC	33	45	43	53	11.17
	OTHER	68	78	74	74	13.92
	TOTAL	55	63	59	61	12.39
11	BLACK	20	38	35	38	10.72
	HISPANIC	33	46	42	47	11.67
	OTHER	68	78	77	76	15.09
	TOTAL	55	67	61	62	13.54
12	BLACK	22	32	36	38	11.74
	HISPANIC	29	40	43	45	12.52
	OTHER	62	75	75	74	15.76
	TOTAL	48	62	63	61	14.42

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 1 - 8

UP	SAME	DOWN
6	1	1

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 9 - 12

UP	SAME	DOWN
3	0	1

ATTACHMENT 5. ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. Composite Scores for Grades 1-8 for ITBS and Composite Scores for Grades 9-12 for TAP

88.35 MATHEMATICS SCORES (1985 NORMS)

		PERCENTILES				GRADE EQUIVALENTS
GRADE	ETHNICITY	80	87	88	89	89
1	BLACK	31	41	44	43	1.75
	HISPANIC	35	46	50	51	1.88
	OTHER	62	77	82	83	2.49
	TOTAL	49	60	64	66	2.14
2	BLACK	27	43	46	52	2.90
	HISPANIC	29	55	60	61	3.09
	OTHER	57	79	83	86	3.74
	TOTAL	44	65	69	73	3.36
3	BLACK	25	39	38	35	3.42
	HISPANIC	28	52	53	44	3.63
	OTHER	64	75	76	72	4.34
	TOTAL	50	61	62	55	3.91
4	BLACK	17	32	32	33	4.31
	HISPANIC	26	41	43	47	4.69
	OTHER	63	68	73	73	5.47
	TOTAL	46	53	54	56	4.97
5	BLACK	20	35	32	33	5.25
	HISPANIC	27	43	43	45	5.64
	OTHER	64	72	72	74	6.59
	TOTAL	47	56	55	57	5.99
6	BLACK	19	34	29	31	6.09
	HISPANIC	27	43	38	37	6.32
	OTHER	67	74	70	70	7.53
	TOTAL	49	57	50	50	6.81
7	BLACK	13	31	29	28	6.83
	HISPANIC	22	37	39	37	7.20
	OTHER	61	64	68	67	8.43
	TOTAL	44	47	50	50	7.74
8	BLACK	10	34	31	31	7.73
	HISPANIC	18	46	40	39	8.15
	OTHER	58	71	66	68	9.48
	TOTAL	37	58	49	51	8.74
GRADE	ETHNICITY	84	87	88	89	89
9	BLACK	24	29	29	30	8.26
	HISPANIC	29	38	39	38	8.93
	OTHER	71	72	70	67	12.29
	TOTAL	53	54	52	49	9.94
10	BLACK	31	42	40	38	9.74
	HISPANIC	41	52	49	48	10.73
	OTHER	70	75	74	73	13.91
	TOTAL	56	62	59	62	12.67
11	BLACK	24	40	41	39	10.41
	HISPANIC	39	49	51	52	12.18
	OTHER	67	74	73	75	14.81
	TOTAL	56	63	61	64	13.51
12	BLACK	28	36	45	41	11.57
	HISPANIC	35	44	53	53	12.67
	OTHER	69	75	76	76	15.40
	TOTAL	57	66	67	67	14.46

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 1 - 8

UP	SAME	DOWN
5	2	1

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 9 - 12

UP	SAME	DOWN
2	1	1

ATTACHMENT 5. ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. Mathematics Total Scores for Grades 1-8 for ITBS and Mathematics for Grades 9-12 for TAP

88.35 READING SCORES (1985 NORMS)

		PERCENTILES				GRADE EQUIVALENTS
GRADE	ETHNICITY	80	87	88	89	89
1	BLACK	38	37	41	45	1.71
	HISPANIC	40	38	43	46	1.73
	OTHER	70	68	70	71	2.34
	TOTAL	53	49	55	59	2.02
2	BLACK	30	37	38	41	2.54
	HISPANIC	30	43	46	48	2.73
	OTHER	66	74	76	77	3.65
	TOTAL	56	58	59	62	3.13
3	BLACK	20	29	39	36	3.33
	HISPANIC	22	43	47	38	3.40
	OTHER	59	70	69	68	4.47
	TOTAL	43	53	55	50	3.79
4	BLACK	15	24	27	32	4.08
	HISPANIC	19	30	34	38	4.34
	OTHER	64	70	70	69	5.56
	TOTAL	40	43	46	52	4.83
5	BLACK	17	26	27	33	5.03
	HISPANIC	20	33	34	38	5.26
	OTHER	61	66	67	71	6.75
	TOTAL	44	47	49	53	5.89
6	BLACK	14	24	26	29	5.70
	HISPANIC	19	35	31	33	5.93
	OTHER	60	69	66	68	7.65
	TOTAL	41	50	46	48	6.69
7	BLACK	13	27	27	33	6.84
	HISPANIC	18	31	35	39	7.14
	OTHER	57	58	62	67	8.80
	TOTAL	38	44	46	51	7.89
8	BLACK	14	33	31	36	7.90
	HISPANIC	20	42	36	42	8.30
	OTHER	57	68	64	70	9.84
	TOTAL	38	55	49	54	9.02
GRADE	ETHNICITY	84	87	88	89	89
9	BLACK	26	32	31	32	8.15
	HISPANIC	29	36	35	41	8.96
	OTHER	67	69	67	70	12.34
	TOTAL	48	51	46	53	10.13
10	BLACK	24	40	37	36	9.39
	HISPANIC	34	45	44	48	10.75
	OTHER	67	75	73	75	14.17
	TOTAL	52	62	56	62	12.45
11	BLACK	25	40	37	38	10.27
	HISPANIC	32	47	42	45	11.21
	OTHER	65	77	76	75	14.96
	TOTAL	55	64	60	63	13.48
12	BLACK	22	30	36	43	11.87
	HISPANIC	27	40	42	46	12.27
	OTHER	59	74	72	75	15.81
	TOTAL	45	61	60	63	14.27

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 1 - 8

UP	SAME	DOWN
7	0	1

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 9 - 12

UP	SAME	DOWN
4	0	0

ATTACHMENT 5. ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. Reading Total Scores for Grades 1-8 for ITBS and Reading Scores for 9-12 for TAP

LANGUAGE TOTAL SCORES (1985 NORMS)

		PERCENTILES				GRADE EQUIVALENTS
GRADE	ETHNICITY	80	87	88	89	89
1	BLACK	34	41	49	51	1.80
	HISPANIC	35	40	45	47	1.71
	OTHER	56	61	69	72	2.35
	TOTAL	45	48	56	61	2.05
2	BLACK	34	48	53	54	2.91
	HISPANIC	29	51	52	53	2.88
	OTHER	58	66	66	67	3.37
	TOTAL	46	61	60	61	3.15
3	BLACK	33	55	58	58	4.17
	HISPANIC	37	59	65	63	4.38
	OTHER	70	80	80	78	5.07
	TOTAL	56	69	72	70	4.66
4	BLACK	24	41	43	45	4.71
	HISPANIC	31	48	50	54	5.04
	OTHER	67	73	75	75	5.94
	TOTAL	51	59	61	63	5.39
5	BLACK	30	44	42	45	5.63
	HISPANIC	30	48	49	50	5.88
	OTHER	67	74	75	76	7.10
	TOTAL	50	58	60	62	6.40
6	BLACK	22	43	39	40	6.37
	HISPANIC	25	49	44	43	6.51
	OTHER	62	73	73	74	8.03
	TOTAL	46	60	56	57	7.21
7	BLACK	14	42	46	47	7.58
	HISPANIC	20	48	51	50	7.80
	OTHER	60	73	76	75	9.22
	TOTAL	41	59	62	62	8.47
8	BLACK	13	49	45	48	8.58
	HISPANIC	20	57	51	54	8.96
	OTHER	56	75	75	80	10.54
	TOTAL	37	66	61	67	9.69

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 1 - 8

UP	SAME	DOWN
6	1	1

WRITTEN EXPRESSION SCORES (1985 NORMS)

GRADE	ETHNICITY	84	87	88	89	89
9	BLACK	35	44	41	38	8.59
	HISPANIC	39	47	48	43	9.12
	OTHER	70	73	71	71	12.58
	TOTAL	57	58	57	56	10.65
10	BLACK	35	45	42	44	10.36
	HISPANIC	41	52	51	52	11.30
	OTHER	69	79	78	74	13.61
	TOTAL	58	67	63	61	12.54
11	BLACK	26	44	41	45	11.29
	HISPANIC	40	53	47	52	12.11
	OTHER	66	76	75	77	14.52
	TOTAL	57	65	61	65	13.30
12	BLACK	22	38	38	43	11.89
	HISPANIC	33	46	46	51	12.72
	OTHER	63	73	74	78	14.92
	TOTAL	50	63	63	66	13.96

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 9 - 12

UP	SAME	DOWN
2	0	2

ATTACHMENT 5. ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. Spelling Scores for Grades 1 and 2 on ITBS, Language Total for Grades 1-8 on ITBS, and Written Expression for Grades 9-12 on TAP

88.35

ATTACHMENT 5
(Page 5 of 6)

WORD ANALYSIS (Grades 1-2)/WORK STUDY SKILLS (Grades 3-8) SCORES
(1985 NORMS)

		PERCENTILES				GRADE EQUIVALENTS
GRADE	ETHNICITY	80	87	88	89	89
1	BLACK	43	47	54	55	1.98
	HISPANIC	45	52	57	62	2.15
	OTHER	73	79	81	82	2.85
	TOTAL	62	67	71	74	2.49
2	BLACK	27	44	47	48	2.87
	HISPANIC	27	59	58	61	3.25
	OTHER	66	79	79	80	3.96
	TOTAL	48	66	66	68	3.54
3	BLACK	28	43	45	38	3.41
	HISPANIC	34	53	58	45	3.62
	OTHER	66	74	80	72	4.50
	TOTAL	50	60	66	56	3.96
4	BLACK	22	38	36	37	4.30
	HISPANIC	32	48	48	49	4.75
	OTHER	67	74	75	75	5.70
	TOTAL	51	59	58	58	5.08
5	BLACK	25	37	36	37	5.17
	HISPANIC	33	46	45	49	5.69
	OTHER	65	75	73	74	6.81
	TOTAL	51	59	57	60	6.11
6	BLACK	23	35	33	33	5.95
	HISPANIC	25	49	40	36	6.10
	OTHER	60	71	71	70	7.69
	TOTAL	45	58	53	53	6.85
7	BLACK	17	33	35	35	6.89
	HISPANIC	22	42	42	40	7.20
	OTHER	57	67	69	71	8.85
	TOTAL	40	50	52	54	7.98
8	BLACK	14	36	34	38	8.02
	HISPANIC	20	48	42	48	8.65
	OTHER	56	76	71	75	10.11
	TOTAL	36	60	54	60	9.26

USING SOURCES OF INFORMATION SCORES (1985 NORMS)

GRADE	ETHNICITY	84	87	88	89	89
9	BLACK	32	38	38	37	8.70
	HISPANIC	37	44	45	43	9.38
	OTHER	68	70	69	75	12.70
	TOTAL	55	56	55	56	10.47
10	BLACK	32	40	39	40	10.12
	HISPANIC	38	50	44	53	11.18
	OTHER	67	78	76	77	14.44
	TOTAL	55	66	61	63	12.59
11	BLACK	21	41	40	42	10.84
	HISPANIC	36	49	50	52	12.02
	OTHER	69	81	80	81	16.24
	TOTAL	57	70	65	69	14.22
12	BLACK	24	35	40	43	11.68
	HISPANIC	32	46	46	54	13.06
	OTHER	65	78	78	80	17.04
	TOTAL	50	65	67	69	15.24

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 1 - 8

UP	SAME	DOWN
5	2	1

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 9 - 12

UP	SAME	DOWN
4	0	0

ATTACHMENT 5. ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. Word Analysis, Grades 1 and 2; Work-Study Skills, Grades 3 - 8; and Using Sources of Information, Grades 9 - 12.

SOCIAL STUDIES SCORES (1985 NORMS)

		PERCENTILES				GRADE EQUIVALENTS
GRADE	ETHNICITY	84	87	88	89	89
9	BLACK	25	28	27	30	8.44
	HISPANIC	29	31	31	38	9.13
	OTHER	65	65	61	67	11.15
	TOTAL	50	48	45	50	9.85
10	BLACK	28	39	34	39	9.93
	HISPANIC	34	45	40	46	10.43
	OTHER	69	73	71	70	13.00
	TOTAL	56	63	57	57	11.43
11	BLACK	21	39	32	38	10.70
	HISPANIC	32	44	41	45	11.27
	OTHER	67	78	74	76	14.69
	TOTAL	50	63	55	63	13.23
12	BLACK	27	31	34	40	11.59
	HISPANIC	31	38	39	48	12.54
	OTHER	57	68	71	72	15.15
	TOTAL	44	56	56	63	13.92

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 9 - 12

UP	SAME	DOWN
3	1	0

SCIENCE SCORES (1985 NORMS)

		PERCENTILES				GRADE EQUIVALENTS
GRADE	ETHNICITY	84	87	88	89	89
9	BLACK	25	28	28	33	8.68
	HISPANIC	29	31	32	43	9.25
	OTHER	66	67	68	76	12.65
	TOTAL	49	47	47	54	10.26
10	BLACK	29	39	36	41	10.06
	HISPANIC	35	42	40	50	10.86
	OTHER	67	72	69	80	14.43
	TOTAL	54	58	53	64	12.44
11	BLACK	18	32	28	35	10.27
	HISPANIC	31	38	35	42	11.03
	OTHER	61	72	70	78	15.17
	TOTAL	49	58	54	64	13.46
12	BLACK	19	25	28	37	11.14
	HISPANIC	26	38	38	45	12.13
	OTHER	58	72	73	77	15.88
	TOTAL	46	57	58	65	14.46

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 9 - 12

UP	SAME	DOWN
4	0	0

ATTACHMENT 5. ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY.
Social Studies and Science Scores for Grades 9-12

GRADE	MEAL STATUS	BLACK		HISPANIC		OTHER		ALL	
		%ile	(N)	%ile	(N)	%ile	(N)	%ile	(N)
1	Free/Reduced	42	736	45	1067	65	563	48	2366
	Full Price	60	275	63	501	82	2039	77	2815
2	Free/Reduced	43	643	47	970	64	505	49	2118
	Full Price	55	251	65	483	83	1869	78	2603
3	Free/Reduced	35	609	41	931	61	413	42	1953
	Full Price	48	262	54	494	78	1781	72	2537
4	Free/Reduced	30	557	37	809	58	414	39	1780
	Full Price	43	243	57	481	78	1612	71	2336
5	Free/Reduced	28	531	34	750	53	356	35	1637
	Full Price	44	279	50	461	80	1589	71	2329
6	Free/Reduced	23	468	27	751	49	294	29	1513
	Full Price	39	259	47	440	76	1512	69	2211
7	Free/Reduced	28	465	28	651	56	249	31	1365
	Full Price	41	247	52	497	74	1488	66	2232
8	Free/Reduced	27	395	31	526	56	213	34	1134
	Full Price	42	296	53	534	78	1544	69	2374
9	Free/Reduced	28	380	34	423	55	175	34	978
	Full Price	38	493	49	626	73	1693	63	2812
10	Free/Reduced	34	192	44	224	61	112	43	528
	Full Price	47	357	56	493	74	1449	66	2299
11	Free/Reduced	35	133	34	161	60	72	38	366
	Full Price	40	320	49	468	76	1441	65	2229
12	Free/Reduced	36	104	35	146	62	68	40	318
	Full Price	38	317	48	408	74	1472	64	2197

ATTACHMENT 6. MEDIAN PERCENTILES, ITBS AND TAP COMPOSITE, STUDENTS QUALIFYING FOR A FREE OR REDUCED-PRICE MEAL (INCLUDING SIBLING), COMPARED TO STUDENTS NOT QUALIFYING, 1988-89.

ATTACHMENT 7

GRADE	ETHNICITY	READING COMPRE.	LANGUAGE (SPELLING)	WORD ANALYSIS	MATH TOTAL	COMPOSITE
1	BLACK	58	57	74	61	65
	HISPANIC	59	54	78	69	67
	OTHER	82	75	92	91	87
	TOTAL	73	65	86	81	79
2	BLACK	55	69	71	67	63
	HISPANIC	63	68	81	75	70
	OTHER	86	81	92	92	89
	TOTAL	76	76	86	84	79

GRADE	ETHNICITY	READING COMPRE.	LANGUAGE TOTAL	WORK STUDY	MATH TOTAL	COMPOSITE
3	BLACK	50	73	52	45	58
	HISPANIC	52	78	59	54	64
	OTHER	81	88	83	81	87
	TOTAL	64	82	70	67	76
4	BLACK	45	59	50	43	50
	HISPANIC	52	68	63	58	61
	OTHER	82	84	85	83	86
	TOTAL	66	76	73	68	74
5	BLACK	45	57	50	43	53
	HISPANIC	52	63	63	57	61
	OTHER	84	86	85	84	89
	TOTAL	67	74	73	69	75
6	BLACK	41	51	48	40	44
	HISPANIC	46	55	51	48	48
	OTHER	81	84	82	82	85
	TOTAL	63	70	68	64	69
7	BLACK	48	59	49	36	47
	HISPANIC	53	62	55	47	52
	OTHER	82	84	84	79	85
	TOTAL	68	74	70	62	72
8	BLACK	51	60	53	38	50
	HISPANIC	60	68	67	51	61
	OTHER	85	89	89	82	89
	TOTAL	74	79	78	68	76

GRADE	ETHNICITY	READING COMPRE.	MATH	WRITTEN EXPRESSION	USING SOURCES	SOCIAL STUDIES	SCIENCE	COMPOSITE
9	BLACK	44	41	49	47	43	47	44
	HISPANIC	52	49	53	55	52	56	56
	OTHER	78	76	80	82	76	85	80
	TOTAL	65	60	67	67	64	68	67
10	BLACK	44	46	54	51	48	53	51
	HISPANIC	57	56	61	61	54	61	63
	OTHER	81	78	81	80	77	85	80
	TOTAL	70	71	72	70	66	71	71
11	BLACK	46	45	53	48	46	42	46
	HISPANIC	52	56	58	57	53	52	54
	OTHER	80	72	82	83	81	84	81
	TOTAL	69	68	71	73	68	71	69
12	BLACK	50	46	48	47	44	45	46
	HISPANIC	53	54	57	58	52	50	54
	OTHER	78	78	78	84	79	82	80
	TOTAL	69	69	70	73	66	70	71

AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOLASTIC APTITUDE TEST (SAT) DATA

SENIOR CLASS	SAT VERBAL			SAT MATHEMATICS			NUMBER IN AISD SAMPLE
	AISD	TEXAS	NATIONWIDE	AISD	TEXAS	NATIONWIDE	
1974-75	460	431	434	507	467	472	1369
1975-76	456	427	431	507	466	472	1412
1976-77	451	424	429	505	464	470	1373
1977-78	451	425	429	500	460	468	1487
1978-79	450	418	427	498	456	467	1443
1979-80	450	416	424	499	455	466	1499
1980-81	450	415	424	495	455	466	1514
1981-82	444	415	426	495	453	467	1383
1982-83	444	412	425	489	453	468	1393
1983-84	438	413	426	484	453	471	1363
1984-85	450	419	431	497	459	475	1426
1985-86	444	419	431	489	458	475	1457
1986-87	446	416	430	488	459	476	1763
1987-88	442	417	428	489	462	476	1770

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation
TEAMS Percent Mastery
Grade 1

SCHOOL	MATHEMATICS 1988	1989	CHANGE	READING 1988	1989	CHANGE	WRITING 1988	1989	CHANGE
ALLAN	90	87	-3	79	74	-5	83	90	7
ALLISON	88	95	7	76	82	6	85	92	7
ANDREWS	85	81	-4	75	75	0	77	87	10
BARRINGTON	80	88	8	71	78	7	80	90	10
BARTON HILLS	98	96	-2	98	94	-4	98	96	-2
BECKER	91	93	2	84	90	6	89	97	8
BLACKSHEAR	78	70	-8	77	48	-29	84	76	-8
BLANTON	87	92	5	93	85	-8	94	98	4
BOONE	85	91	6	77	85	8	83	91	8
BRENTWOOD	91	92	1	94	87	-7	92	94	2
BROOKE	82	94	12	62	65	3	68	82	14
BROWN	86	89	3	68	89	21	74	93	19
BRYKER WOODS	98	100	2	94	98	4	96	95	-1
CAMPBELL	86	93	7	87	80	-7	90	93	3
CASIS	100	99	-1	98	97	-1	99	99	0
COOK	94	94	0	89	86	-3	89	89	0
CUNNINGHAM	87	92	5	82	86	4	90	93	3
DAWSON	86	91	5	81	76	-5	87	83	-4
DOSS	97	96	-1	95	91	-4	98	99	1
GALINDO	NA	93	NA	NA	87	NA	NA	97	NA
GOVALLE	88	92	4	86	95	9	92	95	3
GRAHAM	96	86	-10	84	80	-4	89	89	0
GULLETT	92	95	3	92	88	-4	95	90	-5
HARRIS	87	87	0	80	85	5	89	94	5
HIGHLAND PARK	100	100	0	100	100	0	97	100	3
HILL	97	93	-4	99	96	-3	98	98	0
HOUSTON	85	90	5	82	78	-4	85	93	8
JOSLIN	88	97	9	90	98	8	93	99	6
KOCUREK	89	93	4	81	84	3	84	93	9
LANGFORD	91	95	4	94	81	-13	94	96	2
LEE	96	100	4	98	90	-8	96	97	1
LINDER	75	79	4	71	72	1	85	86	1
MAPLEWOOD	81	79	-2	83	81	-2	89	87	-2
MATHEWS	95	100	5	100	100	0	98	100	2
MENCHACA	93	96	3	83	89	6	79	94	15
METZ	88	91	3	92	90	-2	88	90	2
NORMAN	95	80	-15	95	79	-16	95	89	-6
OAK HILL	100	100	0	100	100	0	100	99	-1
OAK SPRINGS	85	76	-9	84	62	-22	90	82	-8
ODOM	92	88	-4	85	80	-5	91	92	1
ORTEGA	92	100	8	100	100	0	97	100	3
PALM	91	98	7	89	91	2	92	97	5
PATTON	99	99	0	97	99	2	98	99	1
PEASE	100	100	0	100	100	0	97	100	3
PECAN SPRINGS	81	87	6	66	65	-1	78	88	10
PILLOW	94	92	-2	92	87	-5	95	94	-1
PLEASANT HILL	90	92	2	81	81	0	89	95	6
REILLY	85	97	12	81	95	14	89	95	6
RIDGETOP	95	100	5	100	100	0	100	100	0
SANCHEZ	90	94	4	86	88	2	93	92	-1
SIMS	97	78	-19	89	71	-18	93	87	-6
ST. ELMO	93	97	4	88	97	9	89	97	8
SUMMITT	94	91	-3	94	86	-8	94	92	-2
SUNSET VALLEY	92	95	3	94	91	-3	92	100	8
TRAVIS HEIGHTS	91	92	1	75	91	16	86	92	6
WALNUT CREEK	88	95	7	80	90	10	91	96	5
WEBB	NA	NA	NA	NA	NA	NA	NA	NA	NA
WIDEN	83	88	5	72	87	15	80	93	13
WILLIAMS	83	96	13	81	87	6	87	96	9
WINN	94	94	0	96	90	-6	94	95	1
WOOLDRIDGE	93	85	-8	85	71	-14	91	91	0
WOOTEN	91	92	1	94	84	-10	95	94	-1
ZAVALA	87	96	9	78	88	10	92	96	4
ZILKER	85	89	4	66	87	21	86	94	8
AISD	90	92	2	85	86	1	89	94	5

NA - Not Applicable: No students at this grade.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation
TEAMS Percent Mastery
Grade 3

SCHOOL	MATHEMATICS 1988	1989	CHANGE	READING 1988	1989	CHANGE	WRITING 1988	1989	CHANGE
ALLAN	93	87	-6	88	83	-5	79	63	-16
ALLISON	90	91	1	76	85	9	78	82	4
ANDREWS	85	80	-5	77	72	-5	61	69	8
BARRINGTON	83	89	6	84	75	-9	69	65	-4
BARTON HILLS	95	100	5	90	96	6	79	84	5
BECKER	96	90	-6	87	77	-10	80	78	-2
BLACKSHEAR	92	94	2	66	81	15	68	79	11
BLANTON	82	78	-4	73	63	-10	64	62	-2
BOONE	91	97	6	92	96	4	70	83	13
BRENTWOOD	93	94	1	86	90	4	84	82	-2
BROOKE	85	91	6	63	91	28	58	71	13
BROWN	92	94	2	80	83	3	73	68	-5
BRYKER WOODS	100	87	-13	95	84	-11	89	75	-14
CAMPBELL	87	89	2	78	79	1	75	75	0
CASIS	99	95	-4	98	96	-2	87	83	-4
COOK	86	92	6	86	94	8	71	79	8
CUNNINGHAM	91	86	-5	87	88	1	77	78	1
DAWSON	94	89	-5	85	78	-7	80	87	7
DOSS	99	100	1	99	100	1	97	81	-16
GALINDO	NA	97	NA	NA	87	NA	NA	77	NA
GOVALLE	92	97	5	85	81	-4	84	82	-2
GRAHAM	89	84	-5	95	88	-7	89	70	-19
GULLETT	90	96	6	90	96	6	77	96	19
HARRIS	93	93	0	82	83	1	71	75	4
HIGHLAND PARK	100	100	0	99	100	1	88	99	11
HILL	97	98	1	98	97	-1	96	93	-3
HOUSTON	93	92	-1	82	92	10	76	86	10
JOSLIN	90	90	0	86	81	-5	83	74	-9
KOCUREK	95	94	-1	93	91	-2	90	90	0
LANGFORD	92	87	-5	86	87	1	77	86	9
LEE	95	90	-5	96	90	-6	91	73	-18
LINDER	75	87	12	74	81	7	53	74	21
MAPLEWOOD	89	80	-9	89	95	6	75	90	15
MATHEWS	100	100	0	93	100	7	95	100	5
MENCHACA	96	100	4	95	98	3	76	92	16
METZ	98	88	-10	97	77	-20	82	79	-3
NORMAN	96	100	4	92	95	3	93	85	-8
OAK HILL	100	96	-4	98	98	0	85	94	9
OAK SPRINGS	87	85	-2	76	70	-6	55	78	23
ODOM	89	96	7	86	87	1	75	80	5
ORTEGA	94	91	-3	80	74	-6	83	76	-7
PALM	94	93	-1	90	90	0	85	74	-11
PATTON	99	99	0	98	98	0	97	93	-4
PEASE	91	95	4	71	88	17	79	78	-1
PECAN SPRINGS	78	90	12	77	83	6	58	59	1
PILLOW	84	91	7	87	86	-1	81	62	-19
PLEASANT HILL	99	99	0	96	93	-3	81	81	0
REILLY	98	100	2	98	98	0	94	98	4
RIDGETOP	83	87	4	75	74	-1	79	74	-5
SANCHEZ	92	95	3	84	81	-3	76	86	10
SIMS	93	94	1	80	70	-10	75	77	2
ST. ELMO	95	100	5	92	90	-2	92	86	-6
SUBMITT	99	98	-1	89	94	5	89	89	0
SUNSET VALLEY	100	92	-8	87	90	3	77	52	-25
TRAVIS HEIGHTS	79	79	0	74	78	4	69	47	-22
WALNUT CREEK	97	92	-5	89	84	-5	90	86	-4
WEBB	NA	NA	NA	NA	NA	NA	NA	NA	NA
WIDEN	87	92	5	77	79	2	60	82	22
WILLIAMS	98	97	-1	89	93	4	86	78	-8
WINN	81	95	14	63	90	27	44	84	40
WOOLDRIDGE	81	84	3	74	79	5	56	77	21
WOOTEN	97	93	-4	84	70	-14	82	67	-15
ZAVALA	92	84	-8	75	71	-4	46	68	22
ZILKER	94	89	-5	89	85	-4	85	85	0
AISD	92	93	1	86	87	1	78	80	2

NA - Not Applicable: No students at this grade.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation
TEAMS Percent Mastery
Grade 5

SCHOOL	MATHEMATICS 1988	1989	CHANGE	READING 1988	1989	CHANGE	WRITING 1988	1989	CHANGE
ALLAN	71	96	25	78	75	-3	74	82	8
ALLISON	75	93	18	76	82	6	73	79	6
ANDREWS	61	73	12	74	72	-2	51	72	21
BARRINGTON	88	92	4	89	84	-5	81	79	-2
BARTON HILLS	87	95	8	94	97	3	89	95	6
BECKER	86	89	3	81	86	5	68	86	18
BLACKSHEAR	43	60	17	42	58	16	42	63	21
BLANTON	74	82	8	66	73	7	10	80	70
BOONE	97	92	-5	96	87	-9	85	85	0
BRENTWOOD	86	94	8	80	87	7	75	87	12
BROOKE	77	86	9	81	74	-7	73	37	-36
BROWN	82	91	9	84	89	5	82	94	12
BRYKER WOODS	88	97	9	92	100	8	92	94	2
CAMPBELL	68	90	22	75	71	-4	53	91	38
CASIS	99	97	-2	100	95	-5	93	97	4
COOK	84	88	4	88	88	0	75	81	6
CUNNINGHAM	96	95	-1	95	83	-12	90	92	2
DAWSON	72	78	6	81	81	0	69	79	10
DOSS	100	100	0	99	100	1	90	92	2
GALINDO	NA	69	NA	NA	71	NA	NA	73	NA
GOVALLE	74	60	-14	61	57	-4	59	54	-5
GRAHAM	88	79	-9	97	86	-11	90	80	-10
GULLETT	100	100	0	95	100	5	92	100	8
HARRIS	91	95	4	93	94	1	73	94	21
HIGHLAND PARK	100	100	0	98	100	2	100	100	0
HILL	NA	NA	NA	NA	NA	NA	NA	NA	NA
HOUSTON	71	96	25	80	84	4	68	81	13
JOSLIN	81	78	-3	80	75	-5	79	75	-4
KOCUREK	99	89	-10	98	84	-14	85	74	-11
LANGFORD	87	85	-2	85	81	-4	41	78	37
LEE	97	98	1	100	98	-2	91	96	5
LINDER	91	90	-1	91	71	-20	83	83	0
MAPLEWOOD	94	77	-17	97	79	-18	94	74	-20
MATHEWS	97	91	-6	92	78	-14	89	78	-11
MENCHACA	85	88	3	95	84	-11	47	93	46
METZ	91	84	-7	82	80	-2	93	76	-17
NORMAN	74	80	6	74	71	-3	76	90	14
OAK HILL	96	97	1	97	93	-4	95	87	-8
OAK SPRINGS	56	66	10	62	69	7	23	55	32
ODOM	92	92	0	90	86	-4	85	61	-24
ORTEGA	83	93	10	83	80	-3	62	78	16
PALM	92	100	8	90	94	4	59	94	35
PATTON	95	99	4	92	94	2	93	95	2
PEASE	92	95	3	96	91	-5	75	75	0
PECAN SPRINGS	68	94	26	66	87	21	25	95	70
PILLOW	NA	NA	NA	NA	NA	NA	NA	NA	NA
PLEASANT HILL	89	90	1	93	91	-2	85	79	-6
REILLY	87	76	-11	79	94	15	86	88	2
RIDGETOP	86	90	4	71	85	14	67	90	23
SANCHEZ	80	98	18	67	71	4	36	82	46
SIMS	71	47	-24	63	39	-24	61	58	-3
ST. ELMO	98	100	2	98	90	-8	85	92	7
SUMMITT	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUNSET VALLEY	86	94	8	91	87	-4	64	89	25
TRAVIS HEIGHTS	83	89	6	84	73	-11	80	74	-6
WALNUT CREEK	90	93	3	82	93	11	83	96	13
WEBB	80	85	5	89	87	-2	69	83	14
WIDEN	67	71	4	74	71	-3	41	59	18
WILLIAMS	88	91	3	92	91	-1	87	82	-5
WINN	NA	NA	NA	NA	NA	NA	NA	NA	NA
WOOLDRIDGE	93	75	-18	90	68	-22	83	80	-3
WOOTEN	81	76	-5	75	70	-5	69	82	13
ZAVALA	66	77	11	71	61	-10	53	64	11
ZILKER	79	82	3	86	80	-6	84	82	-2
AISD	84	87	3	86	83	-3	74	82	8

NA - Not Applicable: No students at this grade.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation
TEAMS Percent Mastery

Grade 7

SCHOOL	MATHEMATICS 1988	1989	CHANGE	READING 1988	1989	CHANGE	WRITING 1988	1989	CHANGE
BEDICHEK	92	94	2	87	90	3	66	76	10
BURNET	87	85	-2	86	82	-4	79	76	-3
COVINGTON	90	93	3	88	90	2	84	84	0
DOBIE	94	92	-2	88	85	-3	94	88	-6
FULMORE	80	84	4	75	85	10	69	78	9
KEALING	88	85	-3	86	88	2	73	75	2
LAMAR	79	69	-10	82	74	-8	73	70	-3
MARTIN	84	81	-3	89	75	-14	84	70	-14
MENDEZ	86	82	-4	81	80	-1	81	71	-10
MURCHISON	88	90	2	87	85	-2	74	74	0
O.HENRY	79	80	1	78	79	1	57	69	12
PEARCE	81	78	-3	77	81	4	75	64	-11
PORTER	83	92	9	80	87	7	69	83	14
AISD	85	85	0	83	83	0	75	75	0

Grade 9

SCHOOL	MATHEMATICS 1988	1988R	1989	READING 1988	1988R	1989	WRITING 1988	1988R	1989GE
ANDERSON	86	92	88	83	91	89	61	71	73
AUSTIN	88	91	81	90	90	88	71	71	67
BOWIE	NA	92	89	NA	87	93	NA	65	82
CROCKETT	84	87	79	71	77	85	52	56	67
JOHNSON (LBJ)	74	78	75	79	82	81	60	67	66
JOHNSTON	80	76	70	73	69	76	57	49	49
LANIER	78	80	75	73	76	80	55	57	57
MCCALLUM	89	86	82	90	86	84	70	69	72
REAGAN	77	85	68	72	78	75	55	61	46
ROBBINS	56	53	59	56	63	67	28	32	46
TRAVIS	79	84	84	78	79	75	47	45	58
AISD	81	81	79	77	77	83	57	57	64

NA - Not applicable.
1988R - 1988 scores reaggregated according to where the students went to school in 1989. These are estimates of last year's scores based on the new boundaries.

Grade 11 (October)

SCHOOL	MATHEMATICS 1987	1987R	1988	LANGUAGE ARTS 1987	1987R	1988
ANDERSON	86	92	89	90	94	96
AUSTIN	89	89	87	95	96	94
BOWIE	NA	90	86	NA	99	95
CROCKETT	77	80	79	93	93	90
JOHNSON (LBJ)	76	79	76	87	90	90
JOHNSTON	85	79	71	92	86	88
LANIER	76	76	78	89	90	90
MCCALLUM	88	89	86	94	93	94
REAGAN	84	86	82	89	93	91
ROBBINS	67	63	73	82	63	76
TRAVIS	80	77	78	90	88	90
AISD	81	81	81	91	91	92

NA - Not applicable.
1987R - 1987 scores reaggregated according to where the students went to school in 1988-89. These are estimates of last year's scores based on the new boundaries.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

ITBS GRADE 1 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
ALLAN	56	51	-5	39	38	-1	47	40	-7
ALLISON	48	49	1	37	33	-4	38	37	-1
ANDREWS	47	45	-2	35	48	13	42	51	9
BARRINGTON	48	62	14	35	48	13	42	60	18
BARTON HILLS	92	93	1	85	81	-4	96	92	-4
BECKER	51	76	25	43	58	15	50	70	20
BLACKSHEAR	73	36	-37	51	22	-29	70	24	-46
BLANTON	43	59	16	46	47	1	47	47	0
BOONE	62	70	8	51	59	8	62	70	8
BRENTWOOD	70	65	-5	61	50	-11	70	62	-8
BROOKE	46	32	-14	36	24	-12	38	28	-10
BROWN	41	54	13	36	57	21	45	55	10
BRYKER WOODS	93	90	-3	80	62	-18	90	78	-12
CAMPBELL	40	43	3	38	35	-3	39	43	4
CASIS	94	93	-1	80	80	0	92	90	-2
COOK	65	68	3	56	58	2	70	63	-7
CUNNINGHAM	59	71	12	51	62	11	58	68	10
DAWSON	48	50	2	40	44	4	45	49	4
DOSS	91	91	0	79	78	-1	88	90	2
GALINDO	NA	52	NA	NA	54	NA	NA	63	NA
GOVALLE	57	44	-13	53	59	6	60	66	6
GRAHAM	76	71	-5	66	66	0	76	71	-5
GULLETT	92	80	-12	72	72	0	81	78	-3
HARRIS	44	34	-10	43	50	7	41	52	11
HIGHLAND PARK	88	95	7	76	80	4	85	91	6
HILL	94	92	-2	80	79	-1	89	91	2
HOUSTON	41	47	6	46	47	1	50	49	-1
JOSLIN	78	75	-3	61	72	11	76	83	7
KOCUREK	51	55	4	57	61	4	64	66	2
LANGFORD	45	49	4	48	45	-3	54	49	-5
LEE	93	91	-2	84	78	-6	90	83	-7
LINDER	46	50	4	36	56	20	45	52	7
MAPLEWOOD	39	62	23	46	45	-1	49	55	6
MATHEWS	89	79	-10	76	70	-6	85	78	-7
MENCHACA	67	85	18	56	65	9	60	77	17
METZ	64	64	0	48	49	1	74	66	-8
NORMAN	64	53	-11	50	62	12	56	58	2
OAK HILL	89	92	3	71	78	7	81	87	6
OAK SPRINGS	59	35	-24	45	31	-14	64	31	-33
ODOM	60	60	0	52	50	-2	56	59	3
ORTEGA	46	37	-9	51	52	1	50	47	-3
PALM	63	58	-5	53	50	-3	60	55	-5
PATTON	92	91	-1	75	71	-4	87	85	-2
PEASE	90	74	-16	78	70	-8	82	78	-4
PECAN SPRINGS	37	52	15	37	46	9	44	47	3
PILLOW	69	78	9	70	74	4	76	84	8
PLEASANT HILL	49	62	13	52	52	0	56	57	1
REILLY	59	67	8	58	59	1	59	71	12
RIDGETOP	67	73	6	51	50	-1	64	54	-10
SANCHEZ	59	36	-23	49	32	-17	55	33	-22
SIMS	58	50	-8	41	34	-7	45	41	-4
ST. ELMO	63	62	-1	49	63	14	52	66	14
SUMMITT	84	79	-5	72	69	-3	77	74	-3
SUNSET VALLEY	85	90	5	73	72	-1	83	84	1
TRAVIS HEIGHTS	55	65	10	45	61	16	49	65	16
WALNUT CREEK	74	63	-11	63	63	0	65	70	5
WEBB	NA	NA	NA	NA	NA	NA	NA	NA	NA
WIDEN	40	44	4	39	39	0	42	47	5
WILLIAMS	53	72	19	45	60	15	52	70	18
WINN	53	59	6	37	45	8	50	55	5
WOOLDRIDGE	56	46	-10	52	43	-9	54	49	-5
WOOTEN	73	61	-12	72	57	-15	76	64	-12
ZAVALA	38	40	2	33	33	0	33	40	7
ZILKER	60	65	5	40	48	8	59	57	-2
AISD	64	66	2	55	59	4	62	66	4

NA - Not Applicable: No students at this grade.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

ITBS GRADE 2 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
ALLAN	53	55	2	32	40	8	40	45	5
ALLISON	73	66	-7	47	41	-6	57	55	-2
ANDREWS	33	47	14	30	41	11	35	40	5
BARRINGTON	54	48	-6	42	45	3	53	40	-13
BARTON HILLS	87	89	2	84	84	0	89	90	1
BECKER	64	68	4	41	47	6	47	58	11
BLACKSHEAR	37	59	22	23	37	14	27	49	22
BLANTON	64	69	5	46	47	1	59	47	-12
BOONE	83	84	1	78	77	-1	84	78	-6
BRENTWOOD	68	72	4	66	67	1	69	74	5
BROOKE	59	66	7	42	43	1	49	66	17
BROWN	55	56	1	53	49	-4	60	44	-16
BRYKER WOODS	88	90	2	74	80	6	87	89	2
CAMPBELL	59	52	-7	34	32	-2	38	41	3
CASIS	96	97	1	92	88	-4	97	91	-6
COOK	77	74	-3	59	58	-1	65	70	5
CUNNINGHAM	66	84	18	57	65	8	63	77	14
DAWSON	57	42	-15	54	39	-15	60	45	-15
DOSS	91	90	-1	87	82	-5	92	86	-6
GALINDO	NA	72	NA	NA	56	NA	NA	63	NA
GOVALLE	81	37	-44	58	37	-21	82	41	-41
GRAHAM	87	69	-18	73	54	-19	78	55	-23
GULLETT	89	84	-5	70	79	9	78	82	4
HARRIS	50	64	14	44	49	5	46	67	21
HIGHLAND PARK	88	90	2	90	84	-6	88	84	-4
HILL	92	96	4	78	88	10	86	91	5
HOUSTON	60	49	-11	46	42	-4	53	42	-11
JOSLIN	65	88	23	56	70	14	63	82	19
KOCUREK	72	70	-2	66	63	-3	75	70	-5
LANGFORD	57	64	7	56	59	3	57	59	2
LEE	92	97	5	82	90	8	87	94	7
LINDER	47	66	19	47	50	3	50	59	9
MAPLEWOOD	53	55	2	42	45	3	55	43	-12
MATHEWS	88	79	-9	63	67	4	79	75	-4
MENCHACA	75	73	-2	70	71	1	76	69	-7
METZ	55	55	0	42	57	15	48	56	8
NORMAN	57	68	11	52	47	-5	53	51	-2
OAK HILL	77	80	3	77	74	-3	74	78	4
OAK SPRINGS	73	58	-15	49	30	-19	70	48	-22
ODOM	60	62	2	62	66	4	66	64	-2
ORTEGA	54	74	20	40	61	21	46	74	28
PALM	62	71	9	57	64	7	62	67	5
PATTON	90	86	-4	81	79	-2	86	79	-7
PEASE	90	72	-18	77	74	-3	89	81	-8
PECAN SPRINGS	45	57	12	34	53	19	40	54	14
PILLOW	76	88	12	76	81	5	77	83	6
PLEASANT HILL	70	67	-3	56	60	4	71	63	-8
REILLY	79	75	-4	67	66	-1	71	69	-2
RIDGETOP	41	70	29	50	44	-6	46	51	5
SANCHEZ	54	65	11	33	57	24	39	56	17
SIMS	45	50	5	25	45	20	30	47	17
ST. ELMO	69	61	-8	58	54	-4	63	57	-6
SUMMITT	84	91	7	73	81	8	81	89	8
SUNSET VALLEY	85	89	4	77	68	-9	77	82	5
TRAVIS HEIGHTS	62	55	-7	63	54	-9	62	63	1
WALNUT CREEK	57	73	16	41	58	17	43	61	18
WEBB	NA	NA	NA	NA	NA	NA	NA	NA	NA
WIDEN	65	61	-4	53	44	-9	49	47	-2
WILLIAMS	78	75	-3	61	63	2	65	64	-1
WINN	44	48	4	31	38	7	42	44	2
WOOLDRIDGE	67	66	-1	61	56	-5	62	60	-2
WOOTEN	56	43	-13	48	53	5	56	44	-12
ZAVALA	41	52	11	28	39	11	28	39	11
ZILKER	57	78	21	64	71	7	70	70	0
AISD	69	73	4	59	62	3	64	67	3

NA - Not Applicable: No students at this grade.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

ITBS GRADE 3 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
ALLAN	60	39	-21	49	38	-11	61	42	-19
ALLISON	56	45	-11	52	37	-15	58	43	-15
ANDREWS	51	38	-13	42	40	-2	48	43	-5
BARRINGTON	45	38	-7	47	37	-10	48	46	-2
BARTON HILLS	89	84	-5	72	75	3	80	83	3
BECKER	64	39	-25	42	35	-7	54	45	-9
BLACKSHEAR	45	31	-14	35	28	-7	44	36	-8
BLANTON	53	33	-20	44	34	-10	60	40	-20
BOONE	72	65	-7	65	60	-5	71	71	0
BRENTWOOD	60	76	16	59	56	-3	63	70	7
BROOKE	40	39	-1	49	36	-13	43	40	-3
BROWN	53	52	-1	48	37	-11	56	48	-8
BRYKER WOODS	69	82	13	78	73	-5	74	85	11
CAMPBELL	43	47	4	36	35	-1	45	32	-13
CASIS	89	84	-5	84	87	3	91	89	-2
COOK	56	56	0	57	48	-9	66	57	-9
CUNNINGHAM	76	51	-25	71	47	-24	78	54	-24
DAWSON	62	35	-27	47	43	-4	53	45	-8
DOSS	88	78	-10	87	80	-7	93	86	-7
GALINDO	NA	43	NA	NA	34	NA	NA	48	NA
GOVALLE	62	34	-28	58	36	-22	68	42	-26
GRAHAM	68	48	-20	66	46	-20	71	50	-21
GULLETT	81	73	-8	77	78	1	86	82	-4
HARRIS	45	42	-3	48	40	-8	50	44	-6
HIGHLAND PARK	88	86	-2	83	79	-4	89	86	-3
HILL	86	81	-5	81	71	-10	87	81	-6
HOUSTON	60	53	-7	50	42	-8	54	54	0
JOSLIN	72	63	-9	66	62	-4	73	64	-9
KOCUREK	77	64	-13	68	58	-10	76	65	-11
LANGFORD	55	49	-6	57	47	-10	61	50	-11
LEE	81	83	2	83	75	-8	86	81	-5
LINDER	58	39	-19	60	42	-18	59	47	-12
MAPLEWOOD	52	49	-3	62	40	-22	61	47	-14
MATHEWS	86	82	-4	77	64	-13	84	76	-8
MENCHACA	77	70	-7	70	66	-4	75	74	-1
METZ	56	46	-10	53	45	-8	60	49	-11
NORMAN	49	45	-4	39	40	1	51	50	-1
OAK HILL	76	71	-5	71	66	-5	78	74	-4
OAK SPRINGS	59	39	-20	55	34	-21	60	44	-16
ODOM	54	44	-10	54	42	-12	58	53	-5
ORTEGA	54	27	-27	39	26	-13	54	35	-19
PALM	64	45	-19	61	49	-12	67	50	-17
PATTON	77	77	0	77	72	-5	82	77	-5
PEASE	68	57	-11	65	68	3	76	69	-7
PECAN SPRINGS	54	33	-21	57	35	-22	63	39	-24
PILLOW	67	60	-7	73	68	-5	77	73	-4
PLEASANT HILL	54	52	-2	51	46	-5	57	54	-3
REILLY	75	62	-13	61	57	-4	72	62	-10
RIDGETOP	68	44	-24	50	34	-16	67	48	-19
SANCHEZ	57	44	-13	41	34	-7	50	45	-5
SIMS	48	22	-26	38	20	-18	49	19	-30
ST. ELMO	67	50	-17	63	44	-19	64	55	-9
SUMMITT	79	74	-5	76	67	-9	84	74	-10
SUNSET VALLEY	75	69	-6	80	68	-12	79	75	-4
TRAVIS HEIGHTS	56	43	-13	61	55	-6	63	58	-5
WALNUT CREEK	58	57	-1	54	44	-10	60	56	-4
WEBB	NA	NA	NA	NA	NA	NA	NA	NA	NA
WIDEN	55	59	4	52	47	-5	60	56	-4
WILLIAMS	72	73	1	61	53	-8	73	63	-10
WINN	36	39	3	36	37	1	43	40	-3
WOOLDRIDGE	63	43	-20	59	43	-16	65	53	-12
WOOTEN	72	42	-30	55	37	-18	63	39	-24
ZAVALA	48	39	-9	44	24	-20	48	33	-15
ZILKER	80	58	-22	78	51	-27	81	63	-18
AISD	64	55	-9	54	50	-4	64	58	-6

NA - Not Applicable: No students at this grade.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

ITBS GRADE 4 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
ALLAN	46	35	-11	35	28	-7	45	30	-15
ALLISON	41	44	3	37	37	0	43	46	3
ANDREWS	46	37	-9	40	30	-10	50	39	-11
BARRINGTON	52	33	-19	47	38	-9	56	38	-18
BARTON HILLS	94	91	-3	88	80	-8	91	86	-5
BECKER	48	63	15	35	36	1	45	49	4
BLACKSHEAR	41	33	-8	28	27	-1	42	30	-12
BLANTON	44	26	-18	36	30	-6	43	31	-12
BOONE	67	58	-9	73	57	-16	75	64	-11
BRENTWOOD	58	55	-3	56	49	-7	62	52	-10
BROOKE	42	38	-4	32	40	8	41	31	-10
BROWN	59	43	-16	43	35	-8	55	41	-14
BRYKER WOODS	67	66	-1	76	63	-13	73	64	-9
CAMPBELL	33	33	0	23	27	4	35	23	-12
CASIS	92	91	-1	84	88	4	91	90	-1
COOK	63	55	-8	59	53	-6	66	61	-5
CUNNINGHAM	72	71	-1	63	68	5	66	67	1
DAWSON	43	40	-3	44	35	-9	43	43	0
DOSS	87	93	6	83	85	2	89	90	1
GALINDO	NA	38	NA	NA	35	NA	NA	43	NA
GOVALLE	27	40	13	32	36	4	34	40	6
GRAHAM	56	66	10	53	57	4	56	65	9
GULLETT	88	86	-2	88	82	-6	89	84	-5
HARRIS	62	55	-7	48	39	-9	56	48	-8
HIGHLAND PARK	94	87	-7	90	82	-8	91	84	-7
HILL	NA	NA	NA	NA	NA	NA	NA	NA	NA
HOUSTON	48	43	-5	41	37	-4	46	38	-8
JOSLIN	64	73	9	53	66	13	61	71	10
KOCUREK	57	72	15	55	58	3	60	70	10
LANGFORD	45	49	4	57	50	-7	57	50	-7
LEE	82	75	-7	83	68	-15	84	79	-5
LINDER	57	58	1	40	50	10	52	57	5
MAPLEWOOD	31	52	21	36	46	10	43	52	9
MATHEWS	69	71	2	62	68	6	70	76	6
MENCHACA	72	64	-8	70	64	-6	75	66	-9
METZ	57	44	-13	42	33	-9	49	44	-5
NORMAN	18	27	9	18	25	7	24	32	8
OAK HILL	79	70	-9	73	70	-3	76	73	-3
OAK SPRINGS	46	27	-19	32	25	-7	46	24	-22
ODOM	50	53	3	47	50	3	55	57	2
ORTEGA	58	43	-15	35	28	-7	58	35	-23
PALM	57	54	-3	60	52	-8	65	57	-8
PATTON	75	82	7	71	73	2	79	81	2
PEASE	38	66	28	55	68	13	56	71	15
PECAN SPRINGS	41	32	-9	42	37	-5	44	38	-6
PILLOW	NA	NA	NA	NA	NA	NA	NA	NA	NA
PLEASANT HILL	73	57	-16	49	41	-8	67	54	-13
REILLY	68	53	-15	49	52	3	61	58	-3
RIDGETOP	53	44	-9	38	28	-10	56	38	-18
SANCHEZ	51	37	-14	32	30	-2	47	33	-14
SIMS	24	32	8	23	29	6	31	29	-2
ST. ELMO	63	68	5	56	56	0	61	59	-2
SUMMITT	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUNSET VALLEY	64	65	1	58	66	8	66	70	4
TRAVIS HEIGHTS	53	51	-2	47	47	0	52	49	-3
WALNUT CREEK	44	44	0	50	50	0	48	52	4
WEBB	65	63	-2	61	61	0	67	66	-1
WIDEN	47	35	-12	47	39	-8	53	42	-11
WILLIAMS	71	64	-7	61	58	-3	68	68	0
WINN	NA	NA	NA	NA	NA	NA	NA	NA	NA
WOOLDRIDGE	58	47	-11	47	34	-13	58	44	-14
WOOTEN	47	58	11	39	53	14	45	58	13
ZAVALA	29	44	15	26	27	1	26	31	5
ZILKER	63	74	11	53	71	18	62	73	11
AISD	53	56	3	43	52	9	57	58	1

NA - Not Applicable: No students at this grade.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

ITBS GRADE 5 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
ALLAN	35	37	2	24	36	12	31	31	0
ALLISON	37	50	13	28	41	13	35	45	10
ANDREWS	37	42	5	41	37	-4	44	43	-1
BARRINGTON	58	60	2	50	56	6	57	57	0
BARTON HILLS	94	90	-4	93	82	-11	96	89	-7
BECKER	46	66	20	31	38	7	41	62	21
BLACKSHEAR	27	29	2	15	24	9	18	29	11
BLANTON	27	32	5	29	39	10	32	34	2
BOONE	66	66	0	57	65	8	66	72	6
BRENTWOOD	54	48	-6	51	56	5	53	54	1
BROOKE	45	50	5	35	29	-6	40	33	-7
BROWN	53	46	-7	45	49	4	53	47	-6
BRYKER WOODS	85	67	-18	68	79	11	75	79	4
CAMPBELL	37	30	-7	24	19	-5	29	25	-4
CASIS	84	88	4	84	84	0	84	89	5
COOK	60	54	-6	57	55	-2	59	58	-1
CUNNINGHAM	77	62	-15	61	61	0	73	67	-6
DAWSON	51	43	-8	38	44	6	45	39	-6
DOSS	93	85	-8	82	78	-4	90	85	-5
GALINDO	NA	38	NA	NA	42	NA	NA	49	NA
GOVALLE	30	21	-9	26	28	2	29	25	-4
GRAHAM	63	62	-1	55	62	7	62	65	3
GULLETT	83	82	-1	82	84	2	87	90	3
HARRIS	50	52	2	39	38	-1	44	50	6
HIGHLAND PARK	93	92	-1	90	88	-2	92	92	0
HILL	NA	NA	NA	NA	NA	NA	NA	NA	NA
HOUSTON	47	47	0	41	42	1	47	47	0
JOSLIN	50	56	6	42	61	19	49	57	8
KOCUREK	68	59	-9	66	62	-4	71	66	-5
LANGFORD	51	64	13	41	62	21	50	64	14
LEE	93	74	-19	85	84	-1	91	84	-7
LINDER	60	46	-14	45	37	-8	55	44	-11
MAPLEWOOD	59	42	-17	58	35	-23	62	46	-16
MATHEWS	93	60	-33	87	64	-23	92	62	-30
MENCHACA	64	72	8	63	68	5	73	73	0
METZ	53	41	-12	36	34	-2	38	34	-4
NORMAN	37	16	-21	29	22	-7	36	19	-17
OAK HILL	72	79	7	69	76	7	75	81	6
OAK SPRINGS	28	34	6	23	28	5	37	30	-7
ODOM	57	49	-8	56	51	-5	62	54	-8
ORTEGA	46	52	6	39	39	0	42	45	3
PALM	59	46	-13	44	45	1	54	53	-1
PATTON	68	74	6	74	73	-1	75	76	1
PEASE	72	65	-7	73	51	-22	77	57	-20
PECAN SPRINGS	36	45	9	33	42	9	41	42	1
PILLOW	NA	NA	NA	NA	NA	NA	NA	NA	NA
PLEASANT HILL	63	59	-4	51	49	-2	62	52	-10
REILLY	49	46	-3	52	56	4	59	51	-8
RIDGETOP	46	52	6	26	47	21	38	58	20
SANCHEZ	50	51	1	30	36	6	43	45	2
SIMS	31	18	-13	20	15	-5	29	16	-13
ST. ELMO	60	59	-1	51	59	8	54	56	2
SUMMITT	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUNSET VALLEY	63	80	17	59	73	14	60	76	16
TRAVIS HEIGHTS	57	54	-3	49	52	3	56	57	1
WALNUT CREEK	55	38	-17	41	42	1	51	40	-11
WEBB	55	58	3	53	57	4	58	64	6
WIDEN	42	39	-3	38	36	-2	43	41	-2
WILLIAMS	64	74	10	58	65	7	69	72	3
WINN	NA	NA	NA	NA	NA	NA	NA	NA	NA
WOOLDRIDGE	60	37	-23	45	35	-10	56	37	-19
WOOTEN	45	42	-3	41	44	3	48	45	-3
ZAVALA	31	34	3	32	27	-5	37	26	-11
ZILKER	63	68	5	76	61	-15	70	65	-5
AISD	56	57	1	46	53	7	53	57	4

NA - Not Applicable: No students at this grade.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

ITBS GRADE 6 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
BARTON HILLS	76	89	13	82	87	5	81	88	7
BLACKSHEAR	30	24	-6	14	17	3	20	19	-1
BLANTON	29	33	4	31	30	-1	29	35	6
BRYKER WOODS	71	77	6	72	88	16	74	88	14
CAMPBELL	36	33	-3	15	24	9	28	26	-2
CASIS	84	86	2	72	76	4	80	83	3
DOSS	96	85	-11	80	78	-2	93	84	-9
LEE	77	82	5	81	87	6	79	88	9
MAPLEWOOD	40	64	24	50	57	7	43	64	21
MATHEWS	88	74	-14	82	74	-8	79	84	5
METZ	39	41	2	34	29	-5	39	27	-12
PEASE	78	79	1	77	81	4	78	83	5
SANCHEZ	32	42	10	19	28	9	34	27	-7
ZILKER	49	65	16	58	69	11	58	72	14
AISD	62	67	5	57	58	1	59	68	9

NA - Not Applicable: No students at this grade.

ITBS GRADE 6 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
BEDICHEK	60	58	-2	48	51	3	57	59	2
BURNET	48	38	-10	41	38	-3	48	41	-7
COVINGTON	72	70	-2	59	67	8	64	72	8
DOBIE	49	47	-2	38	35	-3	45	42	-3
FULMORE	49	45	-4	45	48	3	50	47	-3
KEALING	NA	NA	NA	NA	NA	NA	NA	NA	NA
LAMAR	55	53	-2	46	54	8	56	56	0
MARTIN	*	*	*	*	*	*	*	*	*
MENDEZ	37	36	-1	34	40	6	38	37	-1
MURCHISON	62	54	-8	54	54	0	59	57	-2
O.HENRY	37	49	12	35	40	5	40	50	10
PEARCE	40	33	-7	31	29	-2	37	30	-7
PORTER	54	44	-10	39	43	4	51	45	-6
RICE	NA	5	NA	NA	3	NA	NA	4	NA
AISD	53	50	-3	44	48	4	51	52	1

* - Not enough students tested at this grade.
NA - Not Applicable.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

ITBS GRADE 7 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
BEDICHEK	52	54	2	45	52	7	59	58	-1
BURNET	47	46	-1	40	50	10	55	51	-4
COVINGTON	58	63	5	58	61	3	70	65	-5
DOBIE	51	52	1	41	41	0	56	52	-4
FULMORE	43	48	5	38	47	9	45	52	7
KEALING	63	53	-10	58	56	-2	73	61	-12
LAMAR	44	45	1	41	51	10	55	51	-4
MARTIN	53	60	7	50	62	12	63	63	0
MENDEZ	44	39	-5	38	43	5	52	39	-13
MURCHISON	57	58	1	56	56	0	71	64	-7
O.HENRY	44	36	-8	43	44	1	55	42	-13
PEARCE	34	32	-2	30	39	9	40	41	1
PORTER	49	50	1	41	51	10	57	56	-1
RICE	6	12	6	10	11	1	11	12	1
AISD	49	49	0	44	51	7	57	55	-2

ITBS GRADE 8 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
BEDICHEK	56	54	-2	55	54	-1	61	57	-4
BURNET	51	44	-7	47	46	-1	56	49	-7
COVINGTON	64	57	-7	62	63	1	68	70	2
DOBIE	44	54	10	43	50	7	52	55	3
FULMORE	48	39	-9	48	47	-1	55	45	-10
KEALING	58	68	10	54	70	16	64	76	12
LAMAR	43	49	6	47	49	2	56	55	-1
MARTIN	65	65	0	61	65	4	71	73	2
MENDEZ	35	45	10	31	43	12	42	44	2
MURCHISON	57	62	5	57	65	8	67	75	8
O.HENRY	56	49	-7	54	55	1	64	55	-9
PEARCE	38	32	-6	32	38	6	39	35	-4
PORTER	58	52	-6	48	56	8	63	63	0
RICE	17	18	1	25	15	-10	26	13	-13
ROBBINS	22	39	17	26	23	-3	25	29	4
AISD	52	51	-1	51	54	3	58	58	0

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TAP GRADE 9 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1988R	1989	1988	1988R	1989	1988	1988R	1989
ANDERSON	68	77	67	59	73	69	63	78	71
AUSTIN	64	68	57	67	67	62	66	66	66
BOWIE	NA	66	61	NA	59	64	NA	62	67
CROCKETT	53	58	51	48	54	55	51	55	59
JOHNSON (LBJ)	58	64	57	58	65	60	64	68	61
JOHNSTON	50	35	36	44	33	43	48	36	41
LANIER	47	52	42	42	44	47	64	52	50
MCCALLUM	60	59	51	62	60	55	62	60	59
REAGAN	47	48	39	38	43	39	42	47	45
RICE	19	19	13	13	23	24	17	19	16
ROBBINS	27	36	30	31	32	36	29	33	39
TRAVIS	46	55	43	43	45	46	47	48	48
AISD	52	52	49	46	46	53	51	51	56

NA - Not applicable.
1988R - 1988 scores reaggregated according to where the students went to school in 1989. These are estimates of last year's scores based on the new boundaries.

TAP GRADE 10 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1988R	1989	1988	1988R	1989	1988	1988R	1989
ANDERSON	68	76	77	60	71	76	64	74	77
AUSTIN	73	74	68	74	75	70	75	77	70
BOWIE	NA	70	66	NA	68	66	NA	69	65
CROCKETT	58	68	58	56	65	60	58	66	60
JOHNSON (LBJ)	52	59	69	50	58	69	52	60	72
JOHNSTON	59	46	40	61	42	45	60	38	45
LANIER	55	56	51	51	54	55	52	56	58
MCCALLUM	68	67	65	67	66	68	68	65	68
REAGAN	57	57	61	52	52	52	54	54	58
RICE	28	29	19	8	21	30	18	14	35
ROBBINS	42	40	29	41	46	42	38	41	39
TRAVIS	55	56	52	49	49	50	51	54	57
AISD	59	59	62	56	56	62	59	59	61

NA - Not applicable.
1988R - 1988 Scores reaggregated according to where the students attended school in 1989. These are estimates of last year's scores based on the new boundaries.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TAP GRADE 11 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1988R	1989	1988	1988R	1989	1988	1988R	1989
ANDERSON	66	73	73	62	71	70	67	74	70
AUSTIN	71	71	74	76	76	78	76	76	78
BOWIE	NA	64	68	NA	66	65	NA	69	66
CROCKETT	60	62	63	60	62	64	61	63	64
JOHNSON (LBJ)	58	59	67	56	57	67	52	53	71
JOHNSTON	59	50	44	60	44	37	61	44	40
LANIER	58	58	60	54	56	53	54	55	54
MCCALLUM	74	74	68	77	78	69	78	79	67
REAGAN	58	60	60	56	61	52	56	61	54
RICE	59	--	18	53	--	11	*	--	*
ROBBINS	49	--	41	48	--	45	48	--	42
TRAVIS	55	55	56	47	51	53	51	52	53
AISD	61	61	64	60	60	63	61	61	62

* - Not enough students tested at this grade.
NA - Not applicable.
1988R - 1988 scores reaggregated according to where the students went to school in 1989. These are estimates of last year's scores based on the new boundaries.

TAP GRADE 12 PERCENTILES (1985 Norms)

	MATHEMATICS			READING			COMPOSITE		
SCHOOL	1988	1989	CHANGE	1988	1989	CHANGE	1988	1989	CHANGE
ANDERSON	74	74	0	66	66	0	70	66	-4
AUSTIN	71	75	4	75	79	4	75	74	-1
BOWIE	NA	68	NA	NA	66	NA	NA	65	NA
CROCKETT	63	64	1	57	63	6	61	59	-2
JOHNSON (LBJ)	49	66	17	45	56	11	47	58	11
JOHNSTON	65	48	-17	61	45	-16	60	43	-17
LANIER	68	62	-6	57	51	-6	62	54	-8
MCCALLUM	70	74	4	75	76	1	78	72	-6
REAGAN	66	66	0	54	61	7	57	59	2
RICE	*	*	*	*	*	*	*	*	*
ROBBINS	38	27	-11	60	45	-15	50	30	-20
TRAVIS	64	60	-4	52	51	-1	54	51	-3
AISD	67	67	0	60	63	3	63	61	-2

* - Not enough students tested at this grade.
NA - Not applicable.

Bibliography

The following publications and others related to achievement testing are available from the Office of Research and Evaluation (ORE), Austin Independent School District, Austin, Texas 78752.

TEAMS Update: A bulletin for test coordinators, 1988-89. Austin, Tx.: Office of Research and Evaluation (Pub. No. 88.11), Austin Independent School District, August, 1988 - May, 1989.

This is a periodic newsletter for building test coordinators and/or principals to keep them informed on issues related to TEAMS testing.

Testing newsletter: A bulletin for test coordinators, 1988-89. Austin, Tx.: Office of Research and Evaluation (Pub. No. 88.41), Austin Independent School District, August, 1988 - May, 1989.

This is a periodic newsletter for building test coordinators and/or principals to keep them informed on general issues related to testing.

Feedback: Teaming up on TEAMS, 1987-88. Austin, Tx.: Office of Research and evaluation (Pub. No. 87.16), Austin Independent School District, January, 1988.

1987-88 annual performance report. Austin, Tx.: Department of Management Information (Pub. No. 87.M01), Austin Independent School District, February, 1989.

Achievement profiles, 1987-88. Austin, Tx.: Office of Research and Evaluation (Pub. No. 87.54), Austin Independent School District, June, 1988.

Six of one is greater than half a dozen of another: strange phenomena in achievement test results, 1987-88. Austin, Tx., Office of Research and Evaluation (Pub. No. 87.27), Austin Independent School District, January, 1988.

Student achievement 1987-88. Austin, Tx.: Office of Research and Evaluation (Pub. No. 87.45), Austin Independent School District, June, 1987.

88.35

BROCHURES

Use of testing/evaluation information for school improvement (AERA) 1987-88. Austin, Tx.: Office of Research and Evaluation (Pub. No. 87.30), Austin Independent School District, January, 1988.

Iowa Tests of Basic Skills, your child's scores in basic skills, AISD grades 1 and 2, 1988-89. Austin, Tx.,: Office of Research and Evaluation (Pub. No. 88.12), Austin Independent School District, April, 1989.

Iowa Tests of Basic Skills, your child's scores in basic skills, AISD grades 3-6, 1988-89. Austin, Tx.,: Office of Research and Evaluation (Pub. No. 88.12), Austin Independent School District, April, 1989.

Iowa Tests of Basic Skills, your child's scores in basic skills, AISD junior high schools, 1988-89. Austin, Tx.,: Office of Research and Evaluation (Pub. No. 88.12), Austin Independent School District, April, 1989.

Tests of Achievement and Proficiency, your scores in basic skills, your child's scores in basic skills, AISD high schools, 1988-89. Austin, Tx.,: Office of Research and Evaluation (Pub. No. 88.12), Austin Independent School District, April, 1989.

1988-89 TESTING DATES

GRADE(S)	TEST	DATES*
1	TEAMS	Apr. 4-6
3,5,7,9	TEAMS	Feb. 7-9
1-8	ITBS	Apr. 25-27
9-12	TAP	Apr. 25-26
11	TEAMS Exit-Level	Oct. 25-26
11 (Retest)	TEAMS Exit-Level	May 2-3

*Make-up testing for ITBS and TEAMS 1, 3, 5, 7, and 9 was conducted during the 5-7 days after the regular administration. TAP makeups were administered April 29 and May 6. There are no makeups for Exit-Level TEAMS.

GRADE(S)	TEST	DATES
1-8	ITBS	April 30
9-12	TAP	April 30

STUDENTS NOT INCLUDED IN TESTING

Special Education: Special education students whose Admission, Review, and Dismissal (ARD) Committee determined that they should be exempted from all or part of the ITBS or TAP testing.

Limited English Proficient (LEP): After administration of the first subtest, LEP students who were dominant or monolingual in a language other than English could be excused from other tests if in the teacher's judgment the students could not understand English well enough to answer about one out of four items correctly (a chance level).

SCORES NOT INCLUDED IN ACHIEVEMENT SUMMARIES

Students' scores were excluded from achievement summaries under the following conditions.

ITBS and TAP

Special Education: Scores for special education students who received one or more hours (grades 1-6) of education services per day, or who took the test for experience only.

Limited English Proficient (LEP): Scores for students who were monolingual or dominant in a language other than English (LEP categories A and B).

Other: Scores for individual tests which the teachers invalidated because they were not completed due to extenuating circumstances.

TEAMS

Special Education: Scores for special education students who took the test even though exempted by their Admission, Review, and Dismissal (ARD) Committee or took the test for experience only.

Invalid: Scores for individual tests which the teacher marked DO NOT SCORE because of a circumstance which makes the score invalid.

NOTES

THE CALCULATION OF MEDIAN SCORES

The median scores (percentiles and grade equivalents) were calculated by determining the point which divides the ranked scores into halves. The procedures used for calculating this interpolated point on a continuum can be found in the 1981-82 Systemwide Evaluation Technical Report (ORE Publication Number 81.24, Appendix E).

Comparisons to Reports from Previous Years

In 1986-87 and 1987-88, results for grades K, 1, and 2 were reported in 1985 norms and grades 3-12 in 1982 norms. Scores from 1979-80 through 1987-88 were recalculated using 1985 ITBS norms for this report. The median percentile and grade equivalent scores presented here are calculated independently using 1985 norms for all grade levels. Each year some test records are updated by adding missing student information.

The kindergarten ITBS test administered in the fall and spring were discontinued because of incompatibility with the curriculum adopted in AISD.

Anomalies

Over the past years, ORE staff members have noted several anomalies which may be present in achievement test data. For more information on anomalies in achievement data, please refer to ORE Publication Number 81.60, Anomalies in Achievement Analyses and ORE Publication Number 87.26, Six of One Is Greater Than Half a Dozen of Another: Strange Phenomena in Achievement Test Results.

Rounding

Numbers reported here are rounded to the most appropriate decimal place. Rounding can cause some calculations to appear to be incorrect. Total group medians and gains for groups are calculated independently rather than summed from previously rounded numbers.

Austin Independent School District

Department of Management Information

Dr. Glynn Ligon, Executive Director

Office of Research and Evaluation
Districtwide Evaluation

Dr. Evangelina Mangino, Evaluator

Authors:

Dr. Evangelina Mangino, Evaluator
Natalie Rodgers, Evaluation Associate
Allan Meyer, Evaluation Associate
Marilyn Rumbaut, Evaluation Associate

Contributing Staff:

Jose Bazan, Programmer/Analyst
Therese Beck, Programmer/Analyst
Barbara Wiser, Secretary

Board of Trustees

Ed Small, President
John Lay, Vice President
Bernice Hart, Secretary
Nan Clayton
Bob West
Dr. Beatriz de la Garza
Dr. Gary R. McKenzie

Superintendent of Schools

Dr. John Ellis

Publication Number 88.35
August, 1989